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# MEREDITH

COLLEGE

*The John E. Weems Graduate School*



1996-97

GRADUATE SCHOOL  
CATALOGUE



*The John E. Weems Graduate School  
at Meredith College*

GRADUATE SCHOOL  
CATALOGUE

VOLUME 5

*1996-97*

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Requests for Graduate School Catalogues should be sent to:

*The John E. Weems Graduate School  
Meredith College  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298*

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# PRESIDENT'S MESSAGE

*Dr. John E. Weems*

**I**F THIS CATALOGUE IS YOUR introduction to Meredith, its message — and mine — is to welcome you to this remarkable institution. The College is remarkable in many ways, one of which is its mission, as based on the vision of its founders and the aspirations of its first faculty and administration. "It is the aim of the university," declared the administration of 1899, "to furnish the young women of the South educational advantages equal in excellence and personal value to those enjoyed by the opposite sex at as moderate cost as possible."

Unlike other institutions of its day which were dedicated to the education of women, Meredith was not preparing dilettantes to entertain friends on a Sunday afternoon in the front parlor. Rather, it was preparing its young women to make a substantial contribution to

society and to assume leadership positions along side their male counterparts.

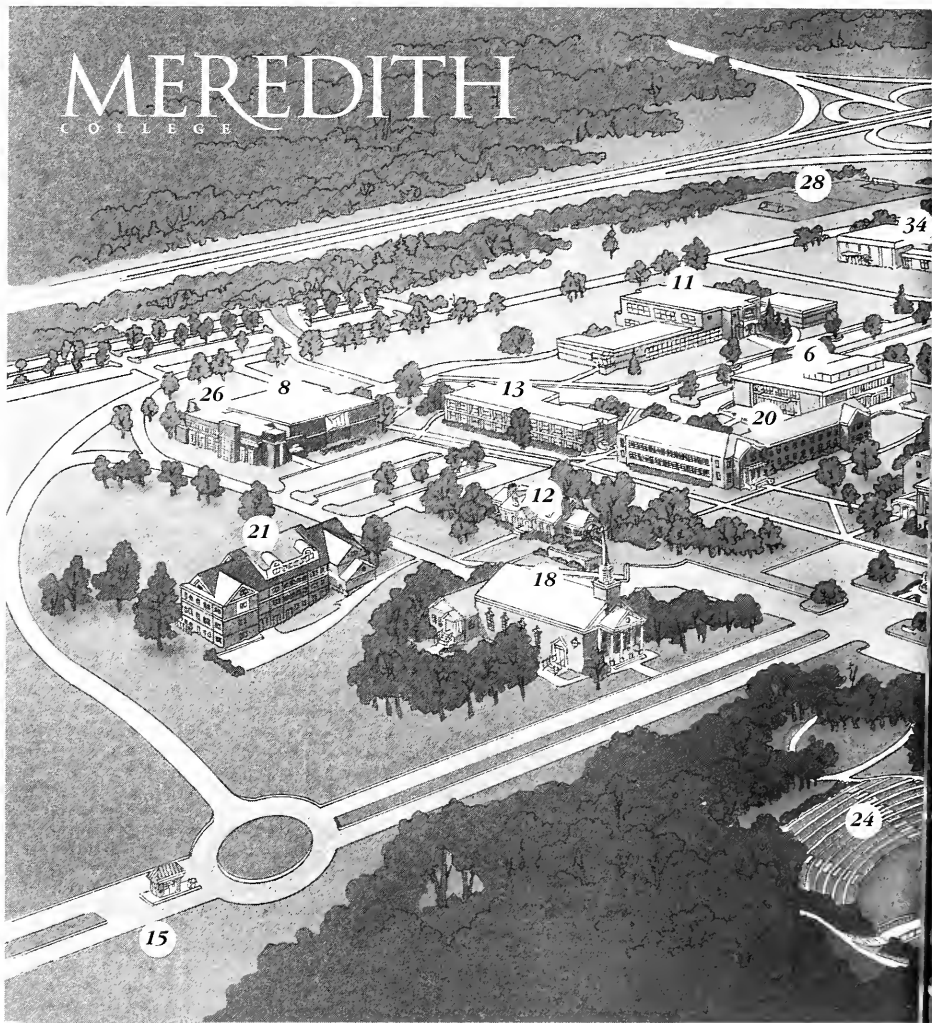
The John E. Weems Graduate School fulfills the mission of the College by encouraging academic inquiry, providing opportunities and facilities for advanced study and research and developing professional specializations.

The aspirations of today's faculty and administration indicate a strong commitment to the ideals of their predecessors. We are, as we have been, unabashedly ambitious to be great. We have proven that we can and will provide the latest methods, newest techniques and highest technologies to accomplish our mission. Our commitment to quality is strongly reaffirmed and supported by every means we have at our disposal.

We look forward to the graduate school's future with excitement, imagination and energy.

# MEREDITH

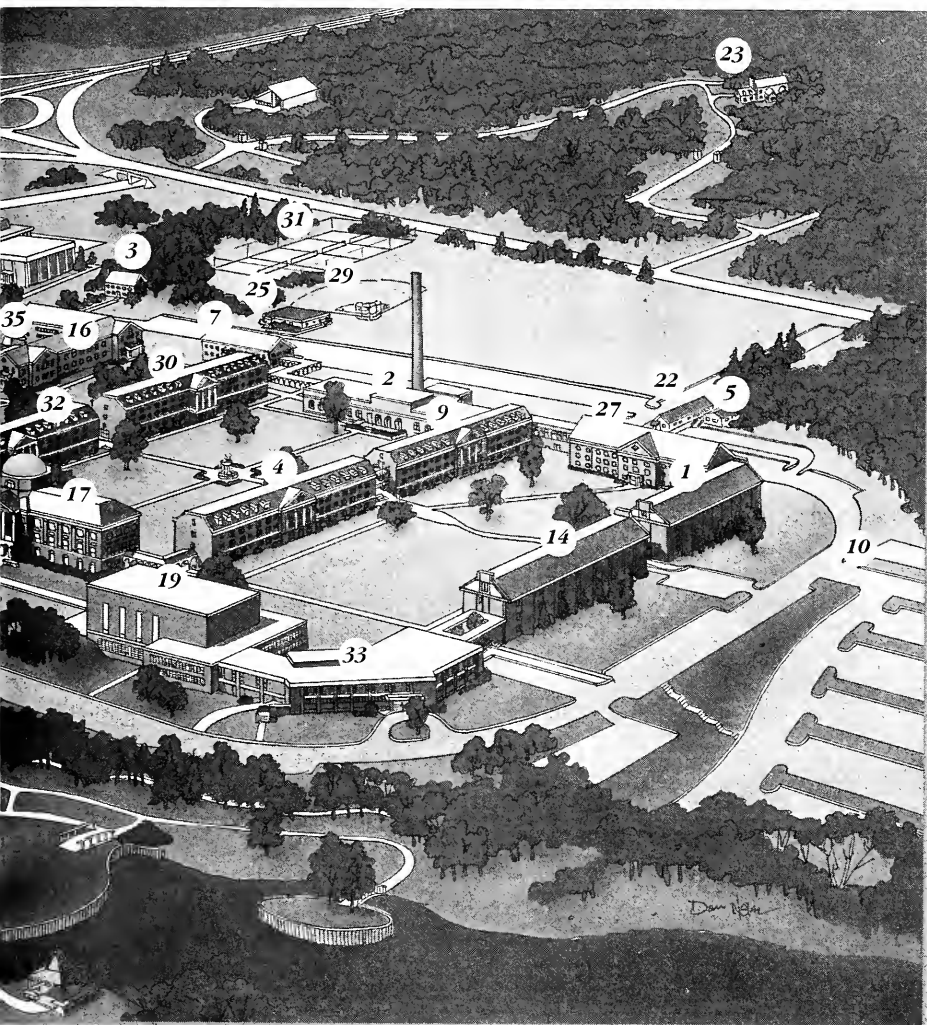
COLLEGE



## CAMPUS MAP

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Security
6. Carlyle Campbell Library
7. Carroll Health Center & Residence Hall
8. Cate Student Center (Kresge Auditorium)
9. Faircloth Residence Hall
- 10. Faircloth Street Entrance**
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House
13. Harris Building (Business, Mathematics, Computer Science)
14. Heilman Residence Hall
- 15. Hillsborough Street Entrance**
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel





- |  |   |
|--|---|
| 19. Jones Hall (Auditorium; Studio Theater; Music, Speech & Theatre; Writing Center)         | 27. Poteat Residence Hall                             |
| 20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy) | 28. Soccer Field                                      |
| 21. Ledford Hall (Psychology, Education, Sociology & Social Work)                            | 29. Softball Field                                    |
| 22. Maintenance Shop   | 30. Stringfield Residence Hall                        |
| 23. Massey House (President's Residence)   | 31. Tennis Courts                                     |
| 24. McIver Amphitheater & Meredith Lake  | 32. Vann Residence Hall                               |
| 25. Noel House   | 33. Wainwright Music Building (Carswell Concert Hall) |
| 26. Park Center (Continuing Education, The John E. Weems Graduate School)                    | 34. Weatherspoon Physical Education & Dance Building  |
|  | 35. Yarbrough Research Center                         |



# GENERAL INFORMATION

## Purpose

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education, and to support research and scholarly activities. Congruent with the undergraduate purpose of the College, graduate programs seek to educate women under Christian auspices and within a Christian context. Specific goals include:

- (1) To emphasize integrity in scholarship and personal relationships;
- (2) To emphasize values, ethics and excellence in graduate education and scholarly work;
- (3) To promote cultural diversity and intellectual collegiality;
- (4) To attract, develop and retain a faculty who strives for excellence in teaching, scholarship and artistic performance.

At Meredith College, graduate study is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities. Meredith's graduate programs represent an extension of its mission as an undergraduate Christian college for women. Programs provide curricula and instruction for the continuing professional development of women in the fields of business, education and music.

## Accreditation

Meredith College is accredited by the Southern Association of College and Schools, the National Association of Schools of Music and the National Council for Accreditation of Teacher Education. The College is a member of the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

## History

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the committee for a women's college and was member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school [to] be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, Meredith College offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of the leader whose persistence helped make it a reality. The campus, first located near the capitol of North Carolina, was moved to its present west-Raleigh site in 1926. The College has grown from the single building in downtown

Raleigh that was Baptist Female University to a 225-acre campus.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School of Meredith in honor of the seventh Meredith president, who was instrumental in the establishment of the graduate program.

## Student Services

### *Student Life*

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convocations and special events are open to all graduate students.

Cate Center, a modern facility which serves as the student center, provides a study and meeting area. This area offers graduate students the convenience of a telephone, as well as a bulletin board for announcements and information. Also in Cate Center is Traditions, where students can purchase traditional "fast foods" as well as healthful meals and snacks.

The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day: breakfast 7:15-9:15 a.m.; lunch 11:00-1:15 p.m.; dinner 4:30-6:15 p.m.

Carroll Health Center serves as a resource center for information on health and offers the services of a registered nurse 24 hours a day in the case of emergencies.

Recreational facilities available include the indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and

special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

### *Student Identification*

Students are required to have I.D. cards to check out books from the library, make copies and use Meredith facilities.

### *Library*

The Carlyle Campbell Library has a collection of over 144,000 catalogued volumes and over 770 current periodicals. A computerized bibliographic retrieval system provides direct assistance for graduate research. The Music Library is located in the Wainwright Music Building.

### *Career Center*

The Meredith College Career Center offers a variety of services for graduate students. Located in Cate Center, the purpose of the Career Center is to facilitate the career development of the Meredith community through relevant programs, counseling, resources and educational activities. The office assists students in career exploration, employment assistance, cooperative education and resource information.

### *Due Process*

Students who are experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor. It is the professor's responsibility to fully explain all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the department head. Should further action be required, the matter should be discussed with the dean of the graduate school.

## Faculty/Administration

The faculty at Meredith provides the momentum through which the College functions. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, serve on committees and help establish the academic policies of the College. They are also active in the Raleigh community.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational and cultural resources directly accessible to Raleigh.

### *Administration 1996-97*

John Edgar Weems, Ed.D.

*President*

Craven Allen Burris, Ph.D.

*Vice President and Dean of the College*

Mary S. Johnson, Ed.D.

*Dean of Graduate School*

Rebecca J. Oatsvall, Ph.D.

*Head, Department of Business and Economics*

Sandra Hanner, M.B.A.

*Coordinator of the M.B.A. Program*

W. David Lynch, D.M.A.

*Head, Department of Music*

James C.B. Fogle, Ph.D.

*Coordinator, Master of Music*

Frances M. Page, Ed.D.

*Coordinator, Master of Music in Music Education*

Gwendolyn Clay, Ph.D.

*Head, Department of Education*

## Degrees Offered

Meredith offers the graduate degrees of Master of Business Administration, Master of Education in Elementary Education, and Master of Music (education, performance and pedagogy). The curriculum is designed

to introduce students to the latest in technology, to explore new concepts and media and to develop new techniques in research and performance. Students have the opportunity to tailor certain parts of their program to meet individual needs.

## Non-Discriminatory Policy

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, age or disability.

## Honor System

Founded on the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity.

### *Honor Code Policy*

#### STATEMENT OF HONOR

The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom she works. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, a graduate student must be honorable in her work and actions. In particular, she must refrain from cheating, stealing, lying or plagiarizing.

#### VIOLATIONS

Any dishonorable action will be regarded as a violation of this commitment. A student who violates the honor system has an obliga-

tion to report herself to the proper authorities. If she is aware of a violation by another student, she should call that student's attention to the violation and ask that she turn herself in. If the student refuses, the observer must decide on the basis of her conscience whether or not to report the student who she believes has violated the honor code.

### PROCEDURES

1. A student should report herself or be reported to an instructor or the coordinator of her graduate program. In addition, an instructor who observes a student in violation of the honor code should confront the student.
2. Upon receiving such a report or making such an observation, the instructor should notify the dean of the John E. Weems Graduate School.
3. The dean will convene a Graduate Honor Council composed of a member of the Graduate Student Advisory Committee, a faculty member and a member of the Graduate Studies Committee. The dean will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the dean.
4. The dean will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.
5. If she wishes, the student may appeal the ruling to the dean within 48 hours of notification of the decision.
6. Should the student wish to appeal further, she may do so within 48 hours to the vice president and dean of the College. Final appeal may be made within 48 hours to the president of the College whose ruling is final.

*NOTE: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy any academic penalty s/he shall deem appropriate.*

# ADMISSIONS

## Admission Procedure

The graduate programs operate on a continuous admissions procedure; however, for admission to a program, an applicant's file must be complete by Aug. 1 for fall admission, Dec. 1 for spring admission, and May 1 for summer admission.

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate-level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs.

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School. A \$25 non-refundable application fee must accompany all graduate applications. A \$15 fee is charged for Post-Baccalaureate Student applications. Six semester credit hours are considered full-time in each of the graduate programs.

Applications may be obtained by writing or calling:

*The John E. Weems Graduate School  
Meredith College  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8423  
Fax: (919) 829-2898*

## Regular Admission

An applicant fully qualified by departmental admissions criteria is granted regular admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years.

## Provisional Admission (M.B.A. and Music Programs)

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission if she achieves grades of B or better on her first six hours of graduate work at Meredith and meets other conditions established by the department in which the degree is offered.

A student granted provisional admission who does not make at least B grades on her first six hours of graduate work or who fails to meet other departmental conditions will be dropped from the program. A student who is granted provisional admission because she lacks program prerequisites may be granted regular admission status after she meets the prerequisites. All prerequisites must be completed with a grade of C or better.

Provisional status is limited to two calendar years. If a student fails to qualify for regular admission within two years, she will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the dean of the graduate school.

## Post-Baccalaureate Study Admission

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a degree program. No more than six hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate admission must submit a post-baccalaureate application form and have official transcripts from all colleges and universities she has attended sent directly from the college or university to the John E. Weems Graduate School.

A student who applies for admission and is accepted for a particular semester must notify the dean of the graduate school or her adviser one week before the beginning of the semester if she wishes to delay admission to a later semester.

### International Students

Except in cases where English is her native language, the international applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old, unless the student has been enrolled full-time in an accredited American college or university during the interim.

Meredith College does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

An international student must also present copies of the following forms to the Graduate Office:

1. Passport
2. Visa\*
3. Arrival/Departure Record (if applicable)
4. I-20 ID if applicable
5. Alien Registration Number (Permanent Resident only)
6. Financial statement showing resources for a two-year period

*\* If an applicant holds an F-1 Visa, she must list the school or college she has permission to attend and submit a copy of her current I-20 form. The College will assist her in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained.*

Meredith College requires official college transcripts. Personal copies of transcripts are

not accepted. The student must request the registrar of each institution at which she has enrolled, to send an official transcript to the attention of the graduate school office.

An international student who is academically admissible will be required to give proof of financial responsibility for her education.

### Visiting Students

Each visiting student must submit a post-baccalaureate application and a letter from the school to which she plans to transfer the credit stating that she has permission to take specific courses at Meredith. In addition, the visiting student must request that the registrar at Meredith to send a copy of her transcript to her school when she completes her courses.

### Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The dean of the graduate school will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses may also be taken through CRC with the approval of the student's adviser.



## Costs

Charges for graduate courses are published each semester in the registration information. Additional charges are added for certain applied music lessons in the Master of Music program.

## Parking

A student parking on campus is required to have a parking sticker. A decal may be purchased for the academic year (August to August) from campus security office. Spaces on the south side of Harris Hall are available for graduate students, and other spaces are available near Wainwright Music building adjacent to the Meredith lake. Parking is permitted in any space marked "commuter."

## Financial Aid

Graduate students are eligible to borrow from the Federal Stafford loan program to assist with their educational expenses. Currently, students who exhibit financial need through the federal methodology can borrow up to \$8,500 per academic year through the subsidized Federal Stafford loan program. Subsidized loans have the interest deferred until six months after the student ceases to be enrolled at least half-time. Students who are not eligible for the subsidized loan can borrow from the unsubsidized Federal Stafford loan program. Through the unsubsidized loan program students can borrow up to \$10,000 per academic year, but are responsible for paying interest as it becomes due, or they can defer the interest until after graduation. The interest rate on both loan programs is 8.25% and is currently capped at 9%. In order to be considered for either program, students must complete a Free Application for Federal Student Aid (FAFSA). Application for financial assistance and for the loan programs are available at the Office of Financial Assistance in Johnson Hall.

## Scholarships and Tuition Grant

Two scholarship funds provide financial assistance to students in the Master of Business Administration Program. Information about these scholarships may be obtained from the coordinator of the M.B.A. Program.

- (1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related higher education and to perpetuate his interest in Meredith College students.
- (2) The Wyford Scholarships are made possible by a bequest from Ms. Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program. Students must be under contract in a secondary or elementary, public or private North Carolina School System. In order to verify this status, the principal of the school must complete a form and return it to the accounting office. On occasion the A.J. Fletcher foundation offers fellowships to graduate students in music. Information about these fellowships may be obtained from the coordinator of music graduate studies or the music office.

# ACADEMIC POLICIES

## Inclement Weather

The professor should inform each class in writing of his/her inclement weather policy.

## Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (given below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. When an individual student raises a question about her grade, she should be dealt with openly and fairly. A student should have the opportunity to examine assignments she submits and to understand the mark assigned to it. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, she may consult with the head of the department and then with the dean of the graduate school.

Grade Report Rosters will be sent to each professor near the end of each term. The professor will enter the final grades and return the rosters to the graduate office. Grades should be reported within three working days after the final exam is given.

The following grading system applies to all graduate courses;

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
W	Withdrawal
WP	Withdrawal-Passing
WF	Withdrawal-Failing

I	Incomplete
Z	Interim grade
Au	Audit

The "I" grade is given when a student and a professor have agreed that, for good reason, the student cannot complete the course on time. The professor sets forth the requirements for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate office. All work must be completed no later than the final class day of the following semester or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate office.

An "N" grade will be assigned at the discretion of the graduate office when a grade roster has not been turned in by a professor. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

## Grade Changes and Corrections

A professor may make grade changes in consultation with the dean of the graduate school. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over. (Does not apply to an "I" grade.)

## Transfer Credit

Requests for transfer of graduate credit from another institution will be evaluated by the department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better.

## Auditing a Course

A student who wishes to change grading for a course from letter grade credit (A-C) to audit must submit a completed drop/add form signed by her professor and adviser to the graduate school office within the first 12 hours of instruction in the course. A 50-minute class is considered one hour of instruction.

## Adding/Dropping a Course

A student may add a course or change sections only during the first three hours of course instruction, only if space is available in the class and with the consent of the professor. A 50-minute class is considered one hour of instruction. Drop/add forms must be signed by the student, her professor and her adviser and be submitted to the graduate school office.

A student may drop a course and receive a grade of "W" through the first 12 hours of instruction. A student may drop with a grade of "WP" or "WF" up to the point at which six hours of instruction remain. (This policy is based on a three-hour course and would be adjusted for a course granting fewer hours; a 50-minute class is considered as one hour of instruction). Drop/add forms must be signed by the student, her professor and her adviser and be submitted to the graduate school office.

## Withdrawal from Program

A student who wishes to withdraw permanently from a program must submit an official withdrawal form signed by her adviser to the graduate school office.

When a student exceeds the six-hour limit of "C" grades, she is dropped from the program. She may file a written appeal of her dismissal with the dean of the graduate school. If she is readmitted, she must repeat all courses with grades of "C" or below in excess of the six-hour limit, and she must meet other requirements specified by the dean of the graduate school.

## Retention

If a graduate student receives an "F" grade, her status is automatically reviewed by the department. She will be notified within 10 working days if she will be allowed to continue the program and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the dean of the graduate school.

## Refunds

If the graduate student withdraws from courses before the end of a semester, she is responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to 12 class hours	40%
After 12 class hours	100%

This schedule is based on a three-semester-credit-hour course, and a 50-minute class is considered one hour of instruction. If a student has not paid the full tuition for the

semester she will be billed according to the requirements above.

### **Interrupted Study**

A student who wishes to interrupt her graduate study for at least one semester should notify her adviser of her intent by signing a leave of absence form. She may later return to the program with the same status she held at the time of her departure and under the same catalogue. This policy does not change the six-year time limit (starting when she entered the program) required for completion of the graduate degree.

### **Special Studies**

Special Study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum. This category includes individual study, special topics, off-campus study (foreign and otherwise) and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the head of the department, the adviser, and the dean of the graduate school.

### **Academic Advising**

After an initial meeting with the program coordinator, each graduate student will be assigned an academic adviser in her department who will assist her in planning her program of study from beginning to completion.

### **Filing for Graduation**

A student must file for graduation in the graduate office and pay a \$50 graduation fee. Those who plan to graduate in May or August must file by December 1; graduates in December must file by May 1.

### **Commencement**

Commencement is held in May of each year. August and December as well as May graduates are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

### **Degree Requirements**

The following information applies to all students who receive the master's degree from Meredith College:

- (1) A student may not apply more than six hours of C grades toward her degree.
- (2) A student is expected to complete requirements for her degree within six calendar years. Under unusual circumstances, she may request an extension. The request must be made to the dean of the graduate school and be endorsed by the department.
- (3) A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.
- (4) A student who has completed all coursework toward her degree but has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 and carries no graduate credit.
- (5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.
- (6) A student may not apply more than six hours of transfer credit to a degree program.
- (7) A student may not apply more than six hours taken at Meredith as a post-baccalaureate student toward degree requirements.
- (8) A student may not apply more than six hours of CRC credit to a degree program.
- (9) All prerequisites must be completed with a grade of C or better.

MASTERS DEGREE  
PROGRAMS

*At*

MEREDITH  
COLLEGE

*The John E. Weems Graduate School*

# MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program at Meredith College is designed to provide advanced study for women who are currently in management or administrative positions or who aspire to such positions. An applicant must have graduated from an accredited college or university at least two years prior to admission or demonstrate readiness for graduate work. The primary purpose of the program is to provide women with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables women to make greater contributions to their organizations, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate business experience with current theories of management and to explore new business concepts in marketing, economics and accounting
- (3) To analyze alternative solutions to business problems involving social, legal, economic, political and ethical factors
- (4) To develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the prerequisites are frequently available either in the day or in the evening. Classes are usually held in the Shearon Harris Building.

As changes are made in the Master of

Business Administration program, adequate notice will be given to enrolled students.

## Application Procedures

After submitting the application form for graduate school and the application fee, an applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT). A minimum GMAT score of 350 is required.
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)

In addition, the applicant should schedule an interview with the Coordinator of the M.B.A. Program. To schedule an appointment, the student may write or call:

*Coordinator of the M.B.A. Program  
117 Shearon Harris Building  
Meredith College  
Raleigh, NC 27607-5298  
Telephone: (919) 829-8474  
Fax: (919) 829-8470*

## Graduate Management Admission Test (GMAT)

The GMAT is given four times a year — January, March, June and October. Applications for the test must be submitted to Educational Testing Services prior to the date of the examination (postmark deadlines are announced by ETS). Application forms for taking the GMAT may be obtained from the Coordinator of the M.B.A. Program, the Career Center at Meredith, or directly from:

*Graduate Management Admission Test  
Educational Testing Service  
CN 6103  
Princeton, New Jersey 08541-6103*

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required. An undergraduate GPA of 2.500 or above is required for admission. GMAT scores and undergraduate point averages are used in the following admissions formula:  $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ .

## Admission Requirements

The M.B.A. Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

### *Regular Admission*

Regular admission is granted to applicants who:

- (1) submit all application materials;
- (2) submit an overall undergraduate GPA of at least 2.500 and a GMAT score of at least 350;

- (3) complete all prerequisite courses with a grade of C or better;
- (4) meet the admission formula:  $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ .

### *Provisional Admission*

Provisional admission is granted to applicants who:

- (1) submit all application materials;
- (2) submit an overall undergraduate GPA of at least 2.500 and a GMAT score of at least 350;
- (3) have not completed all prerequisites;
- (4) have not met the minimum score of the admission formula.

An undergraduate GPA of 2.500 and a GMAT score of 350 is required for both regular and provisional admission.

A student who has not met the admission formula  $(\text{GPA} \times 200) + \text{GMAT} \geq 950$  has two options: repeat the GMAT and earn a score high enough to meet the formula, or earn a grade of B or better on her first two graduate courses, as designated by her adviser at Meredith. Students may remain on provisional status for a maximum of two years.

### *Post-Baccalaureate Admission*

Post-baccalaureate admission permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate admission is available to applicants who:

- (1) submit a post-baccalaureate application and fee;
- (2) have official transcripts of all undergraduate studies submitted to the graduate office by respective college registrars.

If a post-baccalaureate student decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only six semester

hours of graduate work taken as a post-baccalaureate student.

*Notification of Admission*

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the evaluation process. Applicants are encouraged to start the application procedure early in order that the material may be evaluated and decisions may be made promptly.

**Prerequisites**

The following courses are prerequisites:

<i>Required Courses</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (BUS 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
<b>TOTAL</b>	<b>27</b>

A student may complete prerequisites while she is classified under provisional admission, but all prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework or by examinations provided by the Coordinator of the M.B.A. Program and administered by specified faculty members in the relevant subject areas. A grade of C or better is required.

**Program of Study**

The M.B.A. Program includes 27 hours of prerequisites and 36 hours of graduate work.

**Graduate Courses**

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

<i>Required Courses</i>	<i>Semester Hours</i>
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3
	33
<i>Electives</i>	
BUS 690 Independent Study	3
<i>or</i>	
BUS 695 Special Topics in Business	
<b>TOTAL</b>	<b>36</b>



# COURSE DESCRIPTIONS

## *Master of Business Administration*

### **ECO 610 Macroeconomic Environment of the Firm**

Study of the behavior of the national economy and its impact on business. The focus is on predicting the effects of major economic events and government policy on the performance of the firm and managerial decision making. Special emphasis on business cycles, inflation, interest rates, taxation, and foreign exchange rates. Prerequisite: Economics 210.

*3 hours*

### **ECO 611 Managerial Economics**

An analysis of the application of micro-economic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets. Prerequisite: Economics 211.

*3 hours*

### **BUS 630 Accounting for Managerial Decisions**

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation. Prerequisites: Business 230 and 231 and Mathematics 245.

*3 hours*

### **BUS 635 Managerial Finance**

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisites: Business 231,

Economics 211, Mathematics 245, and Business 490.

*3 hours*

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*3 hours*

### **BUS 646 Management Processes and Policy**

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation may be used to provide realistic interpretation of the subject matter. Prerequisite: Business 346.

*3 hours*

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises. Prerequisite: BUS 646.

*3 hours*

**BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: Mathematics 110 and 245.

*3 hours*

**BUS 654 Legal, Regulatory and Ethical Issues**

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

*3 hours*

**BUS 660 Marketing Strategy**

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy. Prerequisite: Business 366.

*3 hours*

**BUS 690 Independent Study**

A problem selected by the student, approved by the Head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the M.B.A. Program, and dean of the graduate school. Activities include research (primary or library), reading, and conferences with the faculty member.

*3 hours*

**BUS 695 Special Topics in Business**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a

given semester and the course content are selected to meet student interest and need.

*3 hours*

**BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: Completion of 24 hours of graduate courses including BUS 646.

*3 hours*

**COE 600**

A cooperative educational experience with companies and agencies approved by the Office of Career Services and the student's academic adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which she is enrolled in a cooperative experience. Prerequisite: Three semester hours of graduate credit at Meredith.

*3 hours*

# MASTER OF EDUCATION

THE GOAL OF THE MASTER OF EDUCATION degree program is to provide curricula for the continuing professional development of the elementary school educator who has a baccalaureate degree and who has a North Carolina Class A teaching license in elementary education.

The program is structured to encourage extensive reading, independent thinking, and appropriate research. Classes are scheduled in fall and spring semesters and in the summer so the full-time teacher can continue both her professional service and her professional career development through graduate study.

Specific objectives of the program are as follows:

- (1) extend the teacher's understanding of the purpose and role of education in the elementary grades;
- (2) extend the teacher's understanding of the nature of the learner and learning process;
- (3) assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects;
- (4) extend and deepen the teacher's ability to work effectively with the content areas of the school curriculum;
- (5) provide for concentrated study in one or more of the instructional areas of the school curriculum.

## Application Procedures

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the graduate school in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited

college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.

2. A copy of the applicant's North Carolina Class A teaching license.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT). A minimum score of 35 is required for admission.
4. Letters from two professional educators in elementary education recommending that the applicant be admitted to graduate study in elementary education at Meredith College. It is the responsibility of the applicant to ask the references to write directly to the graduate office.

Prospective applicants who wish to discuss the application process or the graduate study program may make an appointment for an interview by calling or writing:

*Department of Education  
Ledford Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8315*

## Miller Analogies Test (MAT)

The applicant is required to take the Miller Analogies Test prior to her admission. For additional information on the MAT, contact the Psychology Department at North Carolina State University. For registration information, call the MAT clerk at (919) 515-2251 between 8:00 a.m. and 5:00 p.m. Monday through Friday.

## License Renewal

A student who has a baccalaureate degree from a regionally accredited college or uni-

versity and who has a North Carolina public school license may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school license. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for post-baccalaureate study and submit transcripts of all undergraduate work. These transcripts must be sent directly from the applicant's college or university to the graduate school office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to six semester hours of the credit earned as a post-baccalaureate student to meet the requirements for the Master of Education degree.

**Certification**

The student who completes the Master of Education Degree program will be recommended for a North Carolina Class G teaching license in elementary education. Students completing the reading emphasis module will be recommended for a North Carolina Class G teaching license in reading and elementary education.

**Program of Study**

A candidate for the Master of Education in elementary education must successfully complete a minimum of 33 semester hours of graduate work and pass comprehensive written and oral examinations.

The program of study has three components: (1) a core of five required, three-semester-hour courses; (2) an emphasis of a minimum of four, three-semester-hour courses, plus one three-semester-hour course from outside the department and; (3) required individual study of one three-semester-hour independent study or one six-semesters-hour thesis.

<i>Required Core Courses</i>	<i>Semester Hours</i>
EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 670 Reading: Past, Present, Future	3
Total Required Core Hours	15

<i>Required Individual Study (select either 640 or 650)</i>	<i>Semester Hours</i>
EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	6
Required Course Outside Education Department	3

<i>Required Emphasis Study (Broad Curriculum Emphasis)</i>	<i>Semester Hours</i>
EDU 671 Reading Across the Curriculum	3
HIS 520 History of North Carolina	3
MTE 510 Topics in Mathematics for the Elementary School Teacher	3
PSY 510 Special Topics in Education: Life Span Developmental Psychology	3
PSY 512 Special Topics in Education: The Exceptional Individual	3
PSY 530 Memory, Language and Cognition	3
MUS 506 Computers and Music	1-2
Additional graduate courses approved by the student's adviser.	
Total Required Emphasis Study Hours	12

<i>Mathematics Emphasis</i>	<i>Semester Hours</i>
MTE 510 Topics in Mathematics for the Elementary School Teacher	3
MTE 511 Topics in Geometry for the Elementary School Teacher	3

MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher	3
MTE 610 Directed Study in Mathematics for the Elementary School Teacher	3
MTE 611 Directed Study in Computer Science for Elementary School Teachers	3
<i>Reading Emphasis</i>	<i>Semester Hours</i>
EDU 671 Reading Across the Curriculum	3
EDU 672 Assessment of Reading Competencies	3
EDU 673 Diagnostic/Prescriptive Reading Instruction	3
EDU 674 Clinical Application of the Reading Process	3
Total Required Core, Emphasis, and Individual Study	33

## Comprehensive Examinations

Upon the completion of all courses and research, students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as her research must pass an oral examination on all coursework including her independent studies. The student who elects Education 650 as her research will defend her thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. A student who has completed all coursework and wishes to take only her comprehensive exams during a semester must enroll in EDU 800 Comprehensive Exams.

# COURSE DESCRIPTIONS

## *Master of Education*

### **EDU 600 Curriculum Development**

A study of the principles, techniques, trends and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development. (Fall: odd-numbered years.)

*3 hours*

### **EDU 610 Advanced Educational Psychology**

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological devel-

opment of children and the implications for optimum learning in the classroom.

Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology.

*3 hours*

### **EDU 620 Philosophy of Education**

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today. (Fall, even-numbered years.)

*3 hours*

**EDU 630 Educational Research**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized. (Spring, even-numbered years.)

*3 hours*

**EDU 640 Independent Study**

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*3 hours*

**EDU 650 Thesis**

The student will research, write and defend orally the results of an in-depth examination of a department approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*6 hours*

**EDU 670 Reading: Past, Present, Future**

An in-depth study of the methods, materials and basic research in developmental reading. Emphasis is given to applying appropriate research and modern technology while critically evaluating issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate action research in reading within the school setting. Students acquire skills necessary to: assist the school in assessing, planning, implementing and evaluating in-school reading programs; assist the school in interpreting the school reading program to parents and to the public school.

*3 hours*

**EDU 671 Reading Across the Curriculum**

An in-depth study of the reading process as it relates to the different areas in the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to meet the needs of content area students. Applications of study aids, SQ3R and DRTA, and technology will be made.

*3 hours*

**EDU 672 Assessment of Reading Competencies**

An in-depth study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques. Emphasis is given to identifying patterns of behavior which may indicate physical, social, emotional or intellectual impairments that affect the student's progress in reading. Students are required to assess reading strengths and weaknesses of clients in a clinical situation and compile and report the information obtained. Students select, administer and interpret norm- and criterion-referenced reading and achievement tests.

*3 hours*

**EDU 673 Diagnostic/Prescriptive Reading Instruction**

An in-depth study of the various ways of meeting the needs of individuals and groups by prescribing reading instruction based upon diagnosis of strengths and weaknesses and knowledge of methods and materials. Emphasis is given to developing study guides, modifying test material, locating supplementary materials, organizing and supervising reading programs. Students are required to use diagnostic information with participants in a clinical situation.

*3 hours*

**EDU 674 Clinical Applications of the Reading Process**

In-depth advanced tutoring experiences which interrelate reading, other areas of the language arts, and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading programs for students, formal and informal continuous diagnosis, the selection and use of a variety of materials, record keeping, instructional procedures, and reporting of diagnostic procedures and the progress of students. Students are required to tutor in a clinical situation which will include developmental, corrective, functional and recreational reading, as well as the use of available technology. The video taping of one clinical tutoring session is required. Regularly scheduled conferences and field supervision by the course instructor are an integral part of the course.

*3 hours***HISTORY****HIS 520 History of North Carolina**

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

*3 hours***MATHEMATICS  
EDUCATION****MTE 510 Topics in Mathematics for the Elementary School Teacher**

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability and statistics. The heuristics of problem solving are applied within each of the topics studied. Activities involving problem solving are included to demonstrate the processes used.

*3 hours***MTE 511 Topics in Geometry for the Elementary School Teacher**

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruences, similarities and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions.

*3 hours***MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher**

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem-solving skills of the student and to provide her with an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisite: strong background in high school algebra.

*3 hours***MTE 610 Directed Study in Mathematics for Elementary School Teachers**

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours***MAT 611 Directed Study in Computer Science for Elementary School Teachers**

Individualized study in computer science. Course requirements include both classroom experiences and an independent study com-

ponent. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

## P S Y C H O L O G Y

### **PSY 512    Special Topics in Education: The Exceptional Individual**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded and emotionally disturbed; persons with speech, hearing, visual and crippling health disabilities; and those with major specific learning disabilities.

*3 hours*

### **PSY 530    Memory, Language and Cognition**

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem-solving.

*3 hours*



# MASTER OF MUSIC PERFORMANCE AND PEDAGOGY

THE MASTER OF MUSIC IN PERFORMANCE and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- (1) Perform advanced literature well, in a variety of situations;
- (2) Continue growth in all music-related areas through research skills;
- (3) Develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;
- (4) Develop and use an advanced knowledge of music literature, history, theory and pedagogy.

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session.

Classes for the program are held in the Wainwright Music Building.

Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee may be charged by the accompanist.

As changes are made in the program, ade-

quate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

## Admission

Admission to the program is limited to women who hold a baccalaureate degree in music.

## Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the references to write directly to the graduate office.
3. An official report of scores on the music section of the Graduate Records Examination (see next page).
4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.

2. An audition and an interview; both are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see Prerequisites below).

### Audition

The student performs about 20 minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalog.

The student will sight-read some representative scores of easy to moderate difficulty. She will have an opportunity to discuss her background and experience with members of the faculty.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

*Department of Music  
Wainwright Music Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8536*

### Graduate Record Examinations (GRE)

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Record Examination (GRE). The Music test is given four times a year. Information on test dates and centers is available from the Career Center at Meredith College or directly from:

*Graduate Record Examination  
Educational Testing Service  
CN 6000  
Princeton, New Jersey 08541-6000*

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form.

### Prerequisites

Entering graduate students must take department diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance of this level music for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

### Program of Study

A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>
MUA 500, 600 Principal Applied Study at Graduate level	10
MUS 620 Readings in Pedagogy	2
MUS 621 Practicum in Pedagogy	2
MUS 622 Selected Topics in Pedagogy	2
MUS 594 Seminars in Music Literature (two)	4

MUS 514 Literature of the Principal Applied	2
MUS 595 Seminars in Theory (two)	4
MUS 610 Basic Research in Music	3
MUS 696 Graduate Paper	1
MUS 612 Lecture-Recital	1
MUS 690 Graduate Recital	1
Total Hours	32

Foreign language proficiency for voice majors: students whose principal applied study is voice will be required to demonstrate

proficiency at the intermediate level in French, German and Italian.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

## COURSE DESCRIPTIONS

### *Master of Music — Performance and Pedagogy*

#### APPLIED MUSIC

##### **MUA 500, 600\* Principal Applied Study**

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. She practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level).

2–3 hours

\* There are additional charges for applied music lessons.

#### PEDAGOGY

##### **MUS 620 Readings in Pedagogy**

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

2 hours

##### **MUS 621 Practicum in Pedagogy**

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

2 hours

##### **MUS 622 Selected Topics in Pedagogy**

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

2 hours

## MUSIC LITERATURE

### **MUS 594 Seminar in Music Literature**

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

*2 hours*

### **MUS 514 Literature of the Principal Applied**

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

*2 hours*

## THEORY

### **MUS 595 Seminar in Theory**

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate.

*2 hours*

## RESEARCH

### **MUS 610 Basic Research in Music**

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written. This course is offered only in summer session.

*3 hours*

### **MUS 696 Graduate Paper**

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office.

*2 hours*

## RECITALS

### **MUS 612 Lecture-Recital\***

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

*1 hour*

### **MUS 690 Graduate Recital\***

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. Pass-fail grading.

*1 hour*

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\* There are additional charges for recitals

## E N S E M B L E S

**MUS 534 Choral Ensemble**

**MUS 536 Accompanying**

**MUS 537 Instrumental Ensemble**

**MUS 538 Orchestra**

### **MUS 800**

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

# MASTER OF MUSIC MUSIC EDUCATION

THE MASTER OF MUSIC IN MUSIC EDUCATION is an advanced degree for teachers which provides curricula for the continuing professional development of music specialists who have a baccalaureate degree and a North Carolina Class A teaching certificate in music education.

Specific objectives of the program are to enable the student to:

- (1) Broaden her understanding of the role of music education in society;
- (2) Develop an understanding of the physical and psychological parameters of music and their influence on music learning and perception;
- (3) Extend her ability to work effectively with the music program and its integration into the total school curriculum;
- (4) Gain greater insight and skills in the use of techniques of research, in designing music projects, and in carrying out research projects;
- (5) Develop her particular interests through concentrated study in choral and/or general music education.

The student in the graduate program will demonstrate intellectual ability and professional expertise as well as a high degree of musicianship. She is expected to exhibit a deep commitment to graduate study and development in the profession.

Classes for the program take place in the Wainwright Music Building. Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee might be charged by the accompanist.

As changes are made in the Master of Music program, adequate notice will be given

to enrolled students to enable them to complete degree requirements without hardship.

## Application Procedures

Prospective students should meet with the Coordinator of the Music Education Program before applying for admission to the program.

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. A copy of the applicant's North Carolina Class A teaching certificate in music education.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT). Please see page 29 for information about administration of the MAT.
4. Two letters of recommendation from persons who are familiar with the candidate's competence in the field of music education sent to the graduate school office.
5. An interview with members of the faculty.

To obtain information about departmental admission requirements or to schedule an interview, contact:

*Department of Music  
Wainwright Music Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8536*

## Prerequisites

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. A student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Individual Project in Music Education or the optional thesis may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

## Program of Study

Students in Music Education will successfully complete a minimum of 32 hours of graduate work.

### *Required Courses*                      *Semester Hours*

#### *Music Education*

MUS 624 History and Philosophy of Music Education	3
MUS 625 Selected Topics in Music Education (three two-hour courses)	6
MUS 694 Individual Project in Music education	2

#### *Education*

EDU 610 Advanced Educational Psychology	3
EDU 630 Educational Research	2

### *Music Courses*

MUA Applied Music	2
MUS 502 Advanced Conducting	2
MUS 506 Computers and Music (or demonstrated computer literacy, with music applications)	0-2
MUS 610 Basic Research in Music	2
Electives in Music (may include MUS 650 Thesis, for six hours)	5-7

### *Guided Elective*

PSY 510 Special Topics in Education: Life Span Developmental Psychology or PSY 512 Special Topics in Education: The Exceptional Individual or PSY 530 Memory, Language and Cognition or MUS 625A Independent Study	3
Additional courses in music for students with a strong background in psychology, approved by the student's adviser.	

**32**

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshop and piano ensemble, as listed in the departmental schedule each semester.

# COURSE DESCRIPTIONS

## *Master of Music — Music Education*

### MUSIC EDUCATION

#### **MUS 624 History and Philosophy of Music Education**

A study of music education with reference to its historical development and evolution of current philosophies, practices and problems of teaching music in contemporary society. Attention is given to the role of musical organizations in American Life.

*3 hours*

#### **MUS 625 Selected Topics In Music Education**

Studies of various pedagogical topics in music education. Field work features implementation of projects in school classroom settings. Topics include: Music for the Exceptional Child; Advanced Choral Methods; Advanced Elementary Methods; Testing Applications in Music

*2 hours*

#### **MUS 694 Individual Project In Music Education**

A culminating project designed in advance by the student and her adviser. Occurring toward the end of the program, the project gives the student an opportunity to incorporate knowledge into a cumulative experience. Means of evaluation include a written paper and a videotape prepared by the student. Field experience in the classroom is a required component.

*2 hours*

### EDUCATION

#### **EDU 610 Advanced Educational Psychology**

An extension of undergraduate educational psychology and developmental psychology

designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom. Emphasis is placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology at undergraduate level.

*3 hours*

#### **EDU 630 Educational Research**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

*2 hours*

### MUSIC COURSES

#### **MUA\* Applied Music**

Studio instruction in an instrument or voice, at the level appropriate to the student's proficiency. For one hour of credit per semester, the student receives one 30-minute lesson per week; for two to three hours' credit, she receives two 30-minute lessons per week. She practices a minimum of five hours per week for each hour of credit. Determination of level is confirmed at jury examinations conducted at the end of each semester.

*1-3 hours*

*\* There are additional charges for applied music lessons.*

#### **MUS 502 Advanced Conducting**

A study of techniques needed to project the conductor's concept in rehearsal and per-



formance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

*2 hours*

### **MUS 506 Computers and Music**

Students explore programming in the language of Applesoft Basic. Additionally exploration of musical resources on the INTERNET is accomplished through the World Wide Web. Students learn how to notate their musical compositions through the use Finale. Musical entry is achieved through midi interface. Projects correlating these various modules are employed for evaluation of student progress.

*2 hours*

### **MUS 610 Basic Research In Music**

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises.

*2 hours*

### **MUS 650 Thesis (6 semester hours)**

Based on research techniques of MUS 610 and EDU 610, the student who elects the thesis option will write a major paper on a topic to be approved by her assigned faculty committee.

Prerequisites: MUS 610, EDU 610, and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the thesis will be assigned by the department head. Two additional committee members will be selected to read the thesis and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the thesis are available in the Music Office.

*2 hours*

### **MUS 800**

Students who are not registered for any course or applied study during a given

semester must register for MUS 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for this course.

## **PSYCHOLOGY**

### **PSY 512 Special Topics In Education: The Exceptional Individual**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

*3 hours*

### **PSY 530 Memory, Language and Cognition**

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

*3 hours*

*Additional electives in music may be selected from the listings in this catalog for the Master of Music in Performance and Pedagogy.*

# DIETETIC INTERNSHIP

## Internship Philosophy

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship will build on the academic preparation of Didactic Programs in Dietetics which provide the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Qualified women students will have solid understanding of and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills will be further developed through graduate course work. This will enable them to be leaders in their profession and assume responsibilities as employees and citizens. Students will become lifelong learners as they evaluate the effect of societal changes in the political, economic, social and psychological realm on food choices and eating habits. They will strive for professional competence, productivity, and service to society.

## Internship Goals

The goals of the Meredith College Dietetic Internship are to:

- (1) Provide supervised practice in clinical nutrition, community nutrition and food service management in a variety of professional settings for achievement of experience requirements for entry level dietitians/nutritionists.
- (2) Enable students to complete academic preparation through application of knowledge in supervised practice to prepare students to successfully complete the Registration Examination for dietitians and to become licensed if applicable.
- (3) Provide opportunities to students to interact with registered dietitians in different professional settings who will serve as role models in their fields of practice to develop the students' professional potential and interest.
- (4) Provide experience in application of nutritional principles in disease prevention and health promotion, control of disease processes, and rehabilitation.
- (5) Provide students with opportunities to develop skills in management and administration, in program planning, implementation and evaluation.
- (6) Equip students to conduct/participate in nutritional assessment on the individual and community level and design and communicate appropriate nutrition intervention procedures.
- (7) Provide opportunities to counsel and educate clients and paraprofessionals; and to develop appropriate nutrition education materials for a specified clientele.
- (8) Train students to evaluate health and nutrition claims and communicate concerns appropriately and effectively.
- (9) Enhance the quality of dietetic and nutrition practice by educating students to be:
  - a. Committed to fulfilling the Standards of Practice;
  - b. Confident and competent in problem solving, communication, decision-making, leadership, and independent judgment;
  - c. Capable in interaction with other health care professionals and in working as a productive team member of inter-disciplinary teams; and
  - d. Competent in adapting to the ever-

changing role of the professional dietitian/nutritionist.

(10) Motivate membership and participation in the American Dietetic Association on the national, state, and local level; and in continuing education.

(11) Counsel students in their career choices through assistance in their application for professional positions.

## Application Procedures

The applicant must request the application package from the John E. Weems Graduate School. The following materials must be submitted for application to the Dietetic Internship Director:

1. The completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or Verification Statement signed by the applicant and the program director of the Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA approved Didactic Program in Dietetics has to be submitted before the applicant can enter the internship.
2. An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
3. A completed application package including educational background, work experience or internships, activities and honors.
4. Three letters of recommendation from people with knowledge of the applicants' professional potential and character: one from the program director, one from a professor and one preferably from a person the applicant has worked for.
5. Letter of application stating professional and educational goals and the reasons for choice of this Dietetic Internship.
6. "Test of English as a Foreign Language" scores: For international students only.

7. A non-refundable application fee payable to the John E. Weems Graduate School.

The post-mark deadline for the application package is February 15. All applicants to Dietetic Internships (DI) and most Preprofessional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and a mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from any ADA-approved Didactic Program in Dietetics or from D&D Digital Systems. This request should be made to allow turn around time for submitting by February 15 postmark deadline. There is no charge for this material. However, there is a \$40.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:

*D&D Digital Systems  
137 Lynn Avenue  
Ames, IA 50014*

## Admission Criteria

The application packages are ranked and submitted to D&D Digital Systems. Ranking depends on the following criteria:

1. A valid verification statement stating that the applicant completed the ADA-established academic requirements.
2. A bachelor's degree from an accredited college/university.
3. An undergraduate GPA of a minimum of 2.5/4.0 overall or for the last 60 hours of course work verified by transcripts from all institutions.
4. A completed application package.
5. Three completed references.
6. The letter of application.
7. Approval of candidate by Admissions' Committee.

## **Notification of Admission**

The applicant will receive notification of the computer matching by D&D Digital Systems. Then, the applicant is responsible to call the Dietetic Internship director on the Thursday closest to April 20 to accept the appointment to the Dietetic Internship at Meredith College. A letter to confirm acceptance to the appointment must be postmarked within 24 hours after the phone call.

## **Certification**

The student who completes the Dietetic Internship successfully will receive a Program Verification Statement signed by the program director. This makes her eligible to take the Registration Examination to become a Registered Dietitian.

## **Program of Study**

Students must take two three-hour graduate credit courses: Advanced Clinical Nutrition Seminar and Pediatric Nutrition. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition; also, they will participate in a three-week enrichment experience of their choice. As part of the program, attendance of the ADA Legislative Symposium in Washington, D.C., and field trips are mandatory.

## **C O U R S E D E S C R I P T I O N S**

### **PN 601    Advanced Clinical Nutrition Seminar**

Advanced Study and Nutritional Assessment of Selected Pathophysiological Conditions. Discussion of the Role of Nutrition in Prevention, Treatment and Rehabilitation of those Conditions. In addition, Ethical and Administrative Questions will be discussed.

### **FN 602    Pediatric Nutrition**

Study of Nutritional Requirements and Evaluation of Nutritional Status of Infants and Children. Discussion of Chronic Diseases, Behavioral and Psychological Disorders, Hereditary Metabolic Disorders, Neurological and Developmental Disorders and Feeding Problems and the Role of Nutrition in the Treatment of those Special Conditions.

## **Accreditation Status**

The Dietetic Internship at Meredith College has been granted Developmental Accreditation by the American Dietetic Association Council on Education Division of Education Accreditation/Approval. This specialized accrediting body is recognized by the Council on Postsecondary Accreditation and the US Department of Education.

# GRADUATE SCHOOL DIRECTORY

## Administration

John Edgar Weems, Ed.D. (1972)  
*President*

Craven Allen Burris, Ph.D. (1969)  
*Vice President and Dean of the College*

Mary S. Johnson, Ed.D. (1980)  
*Dean of Graduate School*

Rebecca J. Oatsvall, Ph.D. (1984)  
*Head, Department of Business and Economics*

Sandra Hanner, M.B.A. (1987)  
*Coordinator of the M.B.A. Program*

W. David Lynch, D.M.A. (1969)  
*Head, Department of Music*

James C.B. Fogle, Ph.D. (1977)  
*Coordinator of Music Program*

Frances M. Page, Ed.D. (1980)  
*Coordinator of Music Education*

Gwen Clay, Ph.D. (1985)  
*Head, Department of Education*

Deborah Tippet, Ph.D. (1987)  
*Head, Department of Human Environmental Sciences*

Bettina Taylor, Ph.D., R.D., L.D.N. (1989)  
*Director, Dietetic Internship*

## Staff

Carrol B. Snodgrass (1987)  
*Administration Assistant*

## Faculty

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B.S., Wilkes College;  
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A.M., Ph.D., Ohio State University

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Ph.D., Duke University

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M.M., Meredith College

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Ed.D., North Carolina State

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J.D., George Washington University

Tom Lohr, M.M. (1979)

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M.M., University of Kentucky

W. David Lynch, D.M.A. (1969)

*Professor of Music*

B.M., Oberlin College;

M.M., D.M.A., Performer's certificate,

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Akademie "Mozarteum," Salzburg, Austria;

Andre Marchal, Paris; Isolde Ahlgrimm,

Arthur Positer, Robert Noehren

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Rebecca J. Oatsvall, Ph.D. (1984)

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A.B., Limestone College;

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Suzanne Pence, D.M.A. (1994)

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B.M.E., Miliken University;

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Cheryl Southworth, Ph.D. (1990)

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A.B., SUNY-Genesee;

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B.S., Renesselear Polytechnic Institute;

M.S., Georgia Institute of Technology;

Ph.D., American University

Timothy Sparks, M.M. (1993)

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M.M., Eastman School of Music

Theresa Spencer, Ph.D. (1986)

*Associate Professor*

A.B., M.Econ., Ph.D., North Carolina State  
University

Bettina Taylor, Ph.D., R.D., L.D.N. (1989)

*Associate Professor of Foods and Nutrition*

Prediploma, Justus Liebig Universitaet,  
Germany;

M.S., Ph.D. Kansas State University

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Ed.D., University of North Carolina

Sally Zeigler Thomas, M.M. (1983)

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M.M., Ohio State University;

Kodaly Certificate, Sam Houston State  
University

Doctoral Studies, University of North  
Carolina at Greensboro

Anthony J. Vaglio, Jr., Ph.D. (1977)

*Professor of Music*

A.B., Adelphi University;

M.M., Butler University;

Ph.D., Eastman School of Music of the  
University of Rochester

Douglas J. Wakeman, Ph.D. (1984)

*Associate Professor of Business*

A.B., Ph.D., University of North Carolina at  
Chapel Hill

Elizabeth A. Weir, Ed.D. (1988)

*Associate Professor of Education*

B.Ed., Massey University;

M.Ed., Ed.D., North Carolina State  
University

Ellen Williams, D.M. (1992)

*Associate Professor of Music*

A.B., Meredith College;

M.M., New England Conservatory;

D.M., Florida State University





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# MEREDITH

C O L L E G E

***THE JOHN E. WEEMS GRADUATE SCHOOL***

*3800 Hillsborough Street*

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# THE JOHN E. WEEMS GRADUATE SCHOOL

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## GRADUATE SCHOOL CATALOGUE

JANUARY 1998 – DECEMBER 1998





*The John E. Weems Graduate School  
at Meredith College*

GRADUATE SCHOOL  
CATALOGUE

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MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Graduate School Catalogues should be sent to:

*The John E. Weems Graduate School*

*Meredith College*

*3800 Hillsborough Street*

*Raleigh, North Carolina 27607-5298*

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# PRESIDENT'S MESSAGE

*Dr. John E. Weems*

**I**F THIS CATALOGUE IS YOUR introduction to Meredith, its message — and mine — is to welcome you to this remarkable institution. The College is remarkable in many ways, one of which is its mission, as based on the vision of its founders and the aspirations of its first faculty and administration. "It is the aim of the university," declared the administration of 1899, "to furnish the young women of the South educational advantages equal in excellence and personal value to those enjoyed by the opposite sex at as moderate cost as possible."

Unlike other institutions of its day which were dedicated to the education of women, Meredith was not preparing diletantes to entertain friends on a Sunday afternoon in the front parlor. Rather, it was preparing its young women to make a substantial contribution to society and to

assume leadership positions along side their male counterparts.

The John E. Weems Graduate School fulfills the mission of the College by



encouraging academic inquiry, providing opportunities and facilities for advanced study and research and developing professional specializations.

The aspirations of today's faculty and administration indicate a strong commitment to the ideals of their predecessors. We

are, as we have been, unabashedly ambitious to be great. We have proven that we can and will provide the latest methods, newest techniques and highest technologies to accomplish our mission. Our commitment to quality is strongly reaffirmed and supported by every means we have at our disposal.

We look forward to the graduate school's future with excitement, imagination and energy.



# MESSAGE

*from the Dean of  
the John E. Weems Graduate School*

*Dr. Mary S. Johnson*

**W**ELCOME TO MEREDITH College and to the John E. Weems Graduate School. We are a college for women and are committed to providing opportunities for women to advance their personal and professional goals through graduate study.

Located in North Carolina's capital city, Meredith offers a prime location for pursuing a graduate degree. Opportunities abound for interactions with state-level government officials, a thriving business community as well as participation in a wide variety of cultural programs.

Meredith's faculty are of the highest

caliber and bring to the classroom real-world experiences. They are accessible and accommodating, academically demanding and rigorous. Our professors



are active in the community and engage in research, but are dedicated first and foremost to teaching.

Graduate curricula are presented in a variety of ways, including case method, lecture, practical application, theory, and teamwork. At Meredith, classes

are small and you are known by name, not number. Thank you for choosing Meredith College and best wishes for a rewarding graduate student experience.



# GENERAL INFORMATION

## Historic Statement of Purpose

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide operation and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

## Mission Statement

*In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion. Meredith endeavors to create a supportive and diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in the students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to enter graduate and professional studies, and to lead responsible lives of work, citizenship, leisure, learning and service.*

## Purpose

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education, and to support research and scholarly activities. Specific goals include:

- (1) To emphasize integrity in scholarship and personal relationships;
- (2) To emphasize values, ethics and excellence in graduate education and scholarly work;
- (3) To promote cultural diversity and intellectual collegiality;
- (4) To attract, develop and retain a faculty who strives for excellence in teaching, scholarship and artistic performance.

At Meredith College, graduate study is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities. Meredith's graduate programs represent an extension of its mission as an undergraduate college for women. Programs provide curricula and instruction for the continuing professional development of women in the fields of business, education, music and nutrition.

## Accreditation

Meredith College is accredited by the Southern Association of College and Schools, (1866 Southern Lane - Decatur, GA 30033-4097, (404) 679-4501, Fax (404) 679-4558), the National Association of Schools of Music and the National Council for Accreditation of Teacher Education. The College is a member of the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

## History

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the committee for a women's college and was member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school [to] be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, Meredith College offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of the leader whose persistence helped make it a reality. The campus, first located near the Capitol of North Carolina, was moved to its present west-Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was Baptist Female University to a 225-acre campus.

Since the fall of 1983, the College has

offered master's degrees in Business Administration, Elementary Education, and Music. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School of Meredith in honor of the seventh Meredith president, who was instrumental in the establishment of graduate programs.

## Student Services

### *Student Life*

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convocations and special events are open to all graduate students.

Cate Center, a modern facility which serves as the student center, provides a study and lounge area. This area offers graduate students the convenience of a telephone, personal computers, an ATM machine, a wide-screen television, and various bulletin boards for announcements and information. Also in the Cate Center is the Meredith supply Store and the BeeHive Cafe, where students can purchase fast foods as well as healthful meals and snacks.

The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day: breakfast 7:15-9:15 a.m.; lunch 11:00-1:15 p.m.; dinner 4:30-6:15 p.m.

Carroll Health Center serves as a resource center for information on health and offers the services of a registered nurse 24 hours a day in the case of emergencies.

Recreational facilities include an indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to

students for counseling.

### *Student Identification*

Students are required to have I.D. cards to check out books from the library, make copies, access computer labs and use Meredith facilities.

### *Library*

The Carlyle Campbell Library provides information resources in a variety of formats, including digital, full-text image, print, videotape, laserdisc, and microforms. ALIS, the automated Library Information System, may be accessed using telnet or modem.

### *Career Center*

The Meredith College Career Center offers a variety of services for graduate students. Located in Care Center, the purpose of the Career Center is to facilitate the career development of the Meredith community through relevant programs, counseling, resources and educational activities. The office assists students in career exploration, employment assistance, cooperative education and resource information.

### *Due Process*

Students who are experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor. It is the professor's responsibility to fully explain all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the department head. Should further action be required, the matter should be discussed with the dean of the graduate school.

### *Faculty/Administration*

The faculty at Meredith provides the momentum through which the College functions. Faculty members study, encourage learning, advise students, engage in research,

publish and exhibit their work, perform, serve on committees and help establish the academic policies of the College.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational and cultural resources directly accessible to Raleigh.

### *Administration 1997-98*

John Edgar Weems, Ed.D.  
*President*

Mary S. Johnson, Ed.D.  
*Dean of Graduate School*

Allen F. Page, Ph.D.  
*Dean, Undergraduate Instruction*

Rebecca J. Oatsvall, Ph.D.  
*Head, Department of Business and Economics*

Sally Davis, B.S.  
*Coordinator of the MBA Program*

William H. Landis, Ph.D.  
*Coordinator of Nutrition Certification*

W. David Lynch, D.M.A.  
*Head, Department of Music*

James C.B. Fogle, Ph.D.  
*Coordinator, Master of Music*

Jerod Kratzer, Ed.D.  
*Head, Department of Education*

Cheryl Martine, Ph.D.  
*Coordinator, Master of Education*

### **Degrees Offered**

Meredith offers the graduate degrees of Master of Business Administration (MBA), Master of Health Administration (MHA), Master of Education in Elementary Education (Licensure in ESL, reading and

elementary education), and Master of Music in performance and pedagogy. The curriculum is designed to introduce students to the latest in technology, to explore new concepts and media and to develop new techniques in research and performance. Students have the opportunity to tailor certain parts of their program to meet individual needs.

### Non-Discriminatory Policy

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, age or disability.

### Honor System

Founded on the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity.

#### *Honor Code Policy*

#### STATEMENT OF HONOR

The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom she works. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, a graduate student must be honorable in her work and actions. In particular, she must refrain from cheating, stealing, lying or plagiarizing.

#### VIOLATIONS

Any dishonorable action will be regarded as a violation of this commitment. A student who violates the honor system has an obliga-

tion to report herself to the proper authorities. If she is aware of a violation by another student, she should call that student's attention to the violation and ask that she turn herself in. If the student refuses, the observer must decide on the basis of her conscience whether or not to report the student who she believes has violated the honor code.

### PROCEDURES

1. A student should report herself or be reported to an instructor or the coordinator of her graduate program. In addition, an instructor who observes a student in violation of the honor code should confront the student.

2. Upon receiving such a report or making such an observation, the instructor should notify the dean of the John E. Weems Graduate School.

3. The dean will convene a Graduate Honor Council composed of a member of the Graduate Student Advisory Committee, a faculty member and a member of the Graduate Studies Committee. The dean will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the dean.

4. The dean will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.

5. If she wishes, the student may appeal the ruling to the dean within 48 hours of notification of the decision.

6. Should the student wish to appeal further, she may do so within 48 hours to the vice president and dean of the College. Final appeal may be made within 48 hours to the president of the College whose ruling is final.

*NOTE: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy any academic penalty she/he shall deem appropriate.*



# ADMISSIONS

## Admission Procedure

Graduate programs operate on a continuous admissions procedure; however, for admission to a program, an applicant's file must be complete by Aug. 1 for fall admission, Dec. 1 for spring admission, and May 1 for summer admission.

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate-level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs.

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School. A \$50 non-refundable application fee must accompany all graduate applications. Six semester credit hours are considered full-time in each of the graduate programs.

Applications may be obtained by writing or calling:

*The John E. Weems Graduate School  
Meredith College  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8423  
Fax: (919) 829-2898*

## Regular Admission

An applicant fully qualified by departmental admissions criteria is granted regular admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years.

## Provisional Admission (MBA, MHA, and Music Programs)

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission. Refer to specific program requirements for details.

Provisional status is limited to two calendar years. If a student fails to qualify for regular admission within two years, she will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the dean of the graduate school.

## Post-Baccalaureate Study

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a degree program. No more than six hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate study must submit a post-baccalaureate application form and fee and have official transcripts from all colleges and universities she has attended sent directly from the college or university to the John E. Weems Graduate School.

A student who applies for admission and is accepted for a particular semester must notify the dean of the graduate school or her adviser one week before the beginning of the semester if she wishes to delay admission to a later semester.

## International Students

Except in cases where English is her native language, the international applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old,

unless the student has been enrolled full-time in an accredited American college or university during the interim.

Meredith College does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

An international student must also present copies of the following forms to the Graduate Office:

1. Passport
2. Visa\*
3. Arrival/Departure Record (if applicable)
4. I-20 ID if applicable
5. Alien Registration Number (Permanent Resident only)
6. Financial statement showing resources for a two-year period
7. Furnish proof of Health Insurance

*\* If an applicant holds an F-1 Visa, she must list the school or college she has permission to attend and submit a copy of her current I-20 form. The College will assist her in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained.*

Meredith College requires official college transcripts. Personal copies of transcripts are not accepted. The student must request the registrar of each institution at which she has enrolled, to send an official transcript to the attention of the graduate school office. An international student who is academically admissible will be required to give proof of financial responsibility for her education.

### Visiting Students

Each visiting student must submit a post-baccalaureate application and fee and a letter from the school to which she plans to transfer the credit stating that she has permission

to take specific courses at Meredith. In addition, the visiting student must request that the registrar at Meredith send a copy of her transcript to her school when she completes her courses.

### Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The dean of the graduate school will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses may also be taken through CRC with the approval of the student's adviser.

### Costs

Charges for graduate courses are published each semester in the registration information. Additional charges are added for certain applied music lessons in the Master of Music program.

### Parking

A student parking on campus is required to have a parking decal which can be purchased for the academic year (August to August) from the campus security office. Spaces on the north and south sides of

Harris Hall are available for graduate students, and other spaces are available near Wainwright Music building adjacent to the Meredith lake. Parking is permitted in any space marked "commuter."

### **Financial Aid**

Graduate students are eligible to borrow money from the Federal Stafford loan program to assist with their educational expenses. Currently, students who exhibit financial need through the federal methodology can borrow up to \$8,500 per academic year through the subsidized Federal Stafford loan program. Subsidized loans have the interest deferred until six months after the student ceases to be enrolled at least half-time. Students who are not eligible for the subsidized loan can borrow from the unsubsidized Federal Stafford loan program. Through the unsubsidized loan program students can borrow up to \$10,000 per academic year, but are responsible for paying interest as it becomes due, or they can defer the interest until after graduation. The interest rate on both loan programs is 8.25% and is currently capped at 9%. In order to be considered for either program, students must complete a Free Application for Federal Student Aid (FAFSA). Application for financial assistance and for the loan programs are available at the Office of Financial Assistance in Johnson Hall.

### **Scholarships and Tuition Grant**

Two scholarship funds provide financial assistance to students in the Master of Business Administration Program. Information about these scholarships is mailed to eligible students.

- (1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related higher education and to perpetuate his interest in Meredith College students.
- (2) The Wyford Scholarships are made possi-

ble by a bequest from Ms. Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program. Students must be under contract in a secondary, middle or elementary, public or private North Carolina school. In order to verify this status, the principal of the school must complete a form and return it to the accounting office. On occasion the A.J. Fletcher foundation offers fellowships to graduate students in music. Information about these fellowships may be obtained from the coordinator of music graduate studies or the music office.

# ACADEMIC POLICIES

## Inclement Weather

The professor will inform each class in writing of his/her inclement weather policy.

## Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (given below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. When an individual student raises a question about her grade, she should be dealt with openly and fairly. A student should have the opportunity to examine assignments she submits and to understand the mark assigned to it. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, she may consult with the head of the department and then with the dean of the graduate school.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
W	Withdrawal
I	Incomplete
Z	Interim grade
Au	Audit

The "I" grade is given when a student and a professor have agreed that, for good reason, the student cannot complete the course on time. The professor sets forth the requirements for completing the course during the next semester. These requirements should be

clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate office. All work must be completed no later than the final class day of the following semester or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate office.

An "N" grade will be assigned at the discretion of the graduate office when a grade roster has not been turned in by a professor. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

## Grade Changes and Corrections

A professor may make grade changes in consultation with the dean of the graduate school. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over. (Does not apply to an "I" grade.)

## Transfer Credit

Requests for transfer of graduate credit from another institution will be evaluated by the department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better.

## Auditing a Course

A student who wishes to change grading for a course from letter grade credit to audit must submit a completed drop/add form signed by her professor and adviser to the graduate school office within the first 12 hours of instruction in the course. A 50-minute class is considered one hour of instruction.

## Adding/Dropping a Course

A student may add a course or change sections only during the first three hours of course instruction, only if space is available in the class and with the consent of the professor. A 50-minute class is considered one hour of instruction. Drop/add forms must be signed by the student, her professor and her adviser and be submitted to the graduate school office.

A student may drop a course and receive a grade of "W" through the first 12 hours of instruction. After the withdrawal period a W grade will be given only upon medical or emergency withdrawal. Drop/add forms must be signed by the student, her professor and her adviser and be submitted to the graduate school office.

## Withdrawal from Program

A student who wishes to withdraw permanently from a program must submit an official withdrawal form signed by her adviser to the graduate school office.

When a student exceeds the six-hour limit of "C" grades, she is dropped from the program. She may file a written appeal of her dismissal with the dean of the graduate school. If she is readmitted, she must repeat all courses with grades of "C" or below in excess of the six-hour limit, and she must meet other requirements specified by the dean of the graduate school.

## Retention

If a graduate student receives an "F" grade, her status is automatically reviewed by the department. She will be notified within 10 working days if she will be allowed to continue the program and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the dean of the graduate school.

## Refunds

If the graduate student withdraws from courses before the end of a semester, she is responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to 12 class hours	40%
After 12 class hours	100%

This schedule is based on a three-semester-credit-hour course, and a 50-minute class is considered one hour of instruction. If a student has not paid the full tuition for the semester she will be billed according to the requirements above.

## Interrupted Study

A student who wishes to interrupt her graduate study for at least one semester should notify her adviser of her intent by signing a leave of absence form. She may later return to the program with the same status she held at the time of her departure and under the same catalogue. This policy does not change the six-year time limit (starting when she entered the program) required for completion of the graduate degree.

## Special Studies

Special Study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum. This category includes individual study, special topics, off-campus study (foreign and otherwise) and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the head of the department, the adviser, and the dean of the graduate school.

## Academic Advising

After an initial meeting with the program coordinator, each graduate student will be assigned an academic adviser who will assist her in planning her program of study from beginning to completion.

## Filing for Graduation

A student must file for graduation in the graduate office and pay a \$50 graduation fee. Those who plan to graduate in May or August must contact the graduate office by December 1; graduates in December must contact the graduate office by May 1. Diploma forms may be faxed or mailed to the graduate office.

## Commencement

Commencement is held in May and December of each year. August graduates are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

## Degree Requirements

The following information applies to all students who receive the master's degree from Meredith College:

(1) A student may not apply more than six hours of C grades toward her degree.

(2) A student is expected to complete requirements for her degree within six calendar years. Under unusual circumstances, she may request an extension. The request must be made to the dean of the graduate school and be endorsed by the department.

(3) A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.

(4) A student who has completed all coursework toward her degree but has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 and carries no graduate credit.

(5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.

(6) A student may not apply more than six hours of transfer credit to a degree program.

(7) A student may not apply more than six hours taken at Meredith as a post-baccalaureate student toward degree requirements.

(8) A student may not apply more than six hours of CRC credit to a degree program.

(9) All prerequisites must be completed with a grade of C or better.

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# THE JOHN E. WEEMS GRADUATE SCHOOL

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MASTERS DEGREE PROGRAMS



Margaret L. Polya

*Meredith*

# MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program at Meredith College is designed to provide advanced study for women who are currently in management or administrative positions or who aspire to such positions. An applicant must have graduated from an accredited college or university at least two years prior to admission or demonstrate readiness for graduate work. The primary purpose of the program is to provide women with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables women to make greater contributions to their organizations and communities, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate business experience with current theories of management and to explore new business concepts in marketing, economics, accounting and finance.
- (3) To analyze alternative solutions to business problems involving social, legal, economic, political and ethical factors
- (4) To develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the prerequisites are available either in the day or in the evening. Classes are usually held in the Shearon Harris Building.

## Application Procedures

After submitting the application form for graduate school and the application fee, an applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MBA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MBA Program  
123 Park Center  
Meredith College  
Raleigh, NC 27607-5298  
Telephone: (919) 829-2281  
Fax: (919) 829-2898*

## Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

Two scholarship funds, the Shearon Harris Scholarship fund and the Wyford Scholarships, are available to enrolled stu-



dents. Information about these scholarships are sent to students during spring semester of each year.

### **Graduate Management Admission Test (GMAT)**

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North America and at many international sites.

The paper-based GMAT is available twice a year in October and January only at those international locations where the network of computer-based testing sites is not yet complete.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTY device for deaf and hard-of-hearing people : 1-609-734-9362
- e-mail: [gmata@ets.org](mailto:gmata@ets.org)
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-GMAT-NOW in the U.S. and Canada. (See the Bulletin for international phone numbers.)

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required.

### **Admission Requirements**

The MBA Program utilizes two types of admission: regular and provisional.

Applicants for admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

#### *Regular Admission*

Regular admission status is granted to applicants who:

1. submit all applications material;
2. meet the admission formula:  
 $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ .
3. meet the minimum GPA (2.50) and GMAT (350) requirements. Note that the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement.
4. complete all prerequisite courses with a grade of C or better.

#### *Provisional Admission*

Provisional Admission is granted to applicants who:

1. submit all application materials
2. meet the minimum GPA (2.50) and GMAT (350) requirements.
3. have not completed all prerequisites
4. do not meet the minimum score of the admission formula.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by her adviser. A student may remain on provisional status two years from the date of her acceptance letter.

#### *Post-Baccalaureate Study*

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application

and fee;  
(2) have official transcripts of all undergraduate studies submitted to the graduate office by respective college registrars.

If a post-baccalaureate student decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only six semester hours of graduate work taken as a post-baccalaureate student.

*Notification of Admission*

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. A student is subject to requirements and policies in the catalogue effective at the time of her formal admission.

**Program**

The MBA program consists of 36 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years.

<i>Required Prerequisites</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
<b>Total Hours</b>	<b>27</b>

**Required Prerequisites**

**ECO 210    Macroeconomic Principles**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

*3 hours*

**ECO 211    Microeconomic Principles**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

*3 hours*

**ACC 230    Principles of Accounting I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

**ACC 231    Principles of Accounting II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230

*3 hours*

**MAT 245    Statistics I**

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

*3 hours*

**MAT 110    Functions and Graphs**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponen-

tial and logarithmic functions, and trigonometric functions. Graphing calculators will be used.

*3 hours*

### **BUS 346 Principles of Management**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness.

*3 hours*

### **BUS 366 Principles of Marketing**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

*3 hours*

### **BUS 490 Corporation Finance**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 110, and MAT 245

*3 hours*

A student may complete prerequisites while she is classified under provisional admission. All prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MBA Program.

## **Graduate Courses**

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

<i>Required Courses</i>	<i>Semester Hours</i>
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3

### *Electives*

BUS 690 Independent Study	3
<i>or</i>	
BUS 695 Special Topics in Business	

<b>Total Hours</b>	<b>36</b>
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# COURSE DESCRIPTIONS

## *Master of Business Administration*

### **ECO 610 Macroeconomic Environment of the Firm**

Study of the behavior of the national economy and its impact on business. The focus is on predicting the effects of major economic events and government policy on the performance of the firm and managerial decision making. Special emphasis on business cycles, inflation, interest rates, taxation, and foreign exchange rates.

Prerequisites: ECO 210, ECO 211.

*Summer*

*3 hours*

### **ECO 611 Managerial Economics**

An analysis of the application of micro-economic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Prerequisites: ECO 210, ECO 211.

*Fall*

*3 hours*

### **BUS 630 Accounting for Managerial Decisions**

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation.

Prerequisites: ACC 230, ACC 231, MAT 110, and MAT 245.

*Fall*

*3 hours*

### **BUS 635 Managerial Finance**

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the

basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisites: ACC 230, ACC 231, ECO 210, ECO 211, MAT 110, MAT 245, and BUS 490.

*Spring*

*3 hours*

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*Summer*

*3 hours*

### **BUS 646 Management Processes and Policy**

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation may be used to provide realistic interpretation of the subject matter.

Prerequisite: BUS 346.

*Fall*

*3 hours*

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646.

*Spring*

*3 hours*

**BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: MAT 110 and 245.

*Fall* 3 hours

**BUS 654 Legal, Regulatory and Ethical Issues**

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

*Spring* 3 hours

**BUS 660 Marketing Strategy**

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy. Prerequisite: BUS 366.

*Spring* 3 hours

**BUS 690 Independent Study**

A problem selected by the student, approved by the Head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MBA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

*Fall, Spring, or Summer* 3 hours

**BUS 695 Special Topics in Business**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are

selected to meet student interest and need.

*Summer* 3 hours

**BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: Completion of 24 hours of graduate courses including BUS 646 or MHA 646.

*Summer* 3 hours

**COE 600 Graduate Cooperative Education**

A cooperative educational experience with companies and agencies approved by the Office of Career Services and the student's adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which she is enrolled in a cooperative experience. Prerequisite: Three semester hours of graduate credit at Meredith.

*Fall, Spring, or Summer* 3 hours

# MASTER OF HEALTH ADMINISTRATION

THE MASTER OF HEALTH ADMINISTRATION (MHA) program provides opportunities for women to advance their careers in the health management area by completing a 42 semester hour graduate program. Students participate in learning experiences directly related to tasks and responsibilities of health care administrators: developing budgets, supervising employees, coordinating patient services and working with community agencies.

The MHA Program at Meredith College is designed to provide advanced study for women who are administrators of health care organizations or aspire to such positions. The primary purpose of the program is to provide women with managerial skills and appropriate knowledge to be successful in managing within the health care field. This professional degree enables women to make greater contributions to their organizations, communities, and to professional health care management, to advance their careers and to obtain increased job satisfaction.

## Specific Objectives of the Program

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate health care experience with current theories of management, marketing, accounting, finance and economics
- (3) To analyze alternative solutions to health care management problems involving social, political, ethical, legal and economic factors
- (4) To develop techniques for meeting the challenges of changing technical and ethical issues.

## Application Procedures

After submitting the application form for graduate school and the application fee, an

applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MHA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MHA Program*  
123 Park Center  
Meredith College  
Raleigh, NC 27607-5298  
Telephone: (919) 829-2281  
Fax: (919) 829-2898

## Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

## Graduate Management Admission Test (GMAT)

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North

America and at many international sites.

The paper-based GMAT is available twice a year in October and January only at those international locations where the network of computer-based testing sites is not yet complete.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTY device for deaf and hard-of-hearing people : 1-609-734-9362
- e-mail: [gmata@ets.org](mailto:gmata@ets.org)
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-GMAT-NOW in the U.S. and Canada. (See the Bulletin for international phone numbers.)

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required.

## Admission Requirements

The MHA Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

### *Regular Admission*

Regular admission status is granted to applicants who:

1. submit all applications material;
2. meet the admission formula:  
 $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ .
3. meet the minimum GPA (2.50) and GMAT (350) requirements. Note that the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement.
4. complete all prerequisite courses with a grade of C or better.

### *Provisional Admission*

Provisional Admission is granted to applicants who:

1. submit all application materials
2. meet the minimum GPA (2.50) and GMAT (350) requirements.
3. have not completed all prerequisites
4. do not meet the minimum score of the admission formula.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by her adviser. A student may remain on provisional status two years from the date of her acceptance letter.

### *Post-Baccalaureate Study*

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application and fee
- (2) have official transcripts of all undergraduate studies submitted to the graduate office by respective college registrars.

If a post-baccalaureate student decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only six semester hours of graduate work taken as a post-bac-

calaureate student.

*Notification of Admission*

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. A student is subject to requirements and policies in the catalogue effective at the time of her formal admission.

**Program of Study**

The MHA program includes 42 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years.

<i>Required Prerequisites</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
<b>Total Hours</b>	<b>27</b>

**Required Prerequisites**

**ECO 210    Macroeconomic Principles**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles,

national income determination, and monetary and fiscal policies. *3 hours*

**ECO 211    Microeconomic Principles**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. *3 hours*

**ACC 230    Principles of Accounting I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen. *3 hours*

**ACC 231    Principles of Accounting II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230 *3 hours*

**MAT 245    Statistics I**

general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity. *3 hours*

**MAT 110    Functions and Graphs**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. *3 hours*



**BUS 346 Principles of Management**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness.

*3 hours*

**BUS 366 Principles of Marketing**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

*3 hours*

**BUS 490 Corporation Finance**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 110, and MAT 245

*3 hours*

A student may complete prerequisites while she is classified under provisional admission. All prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MHA Program.

**Graduate Courses**

A candidate for the Master of Health Administration degree must successfully complete the following 42 semester hours of graduate work:

<i>Required Graduate Courses</i>	<i>Semester Hours</i>
ECO 611 Managerial Economics	3

BUS 640 Management Information Systems	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 699 Management Seminar	3
MHA 520 Policy Issues in Health Care	3
MHA 530 Health and Social Systems	3
MHA 624 Biomedical Ethics	3
MHA 630 Accounting for Health Care Organizations	3
MHA 635 Financial Management of Health Care Organizations	3
MHA 646 Strategic Health Care Management	3
MHA 654 Legal and Regulatory Issues in Health Care	3
MHA 660 Marketing Strategy for Health Care Professionals	3
<i>Electives</i>	
MHA 680 Internship	3
<i>or</i>	
MHA 690 Independent Study	
<i>or</i>	
MHA 695 Selected Topics in Health Care	
<b>Total Hours</b>	<b>42</b>

## COURSE DESCRIPTIONS

### *Master of Health Administration*

**ECO 611 Managerial Economics**

An analysis of the application of micro-economic theory to the decision-making

process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Prerequisite: ECO 210, ECO 211.

*Fall* *3 hours*

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*Summer* *3 hours*

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646.

*Spring* *3 hours*

### **BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: MAT 110 and 245.

*Fall* *3 hours*

### **BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objec-

tives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: Completion of 24 hours of graduate courses including BUS 646 or MHA 646.

*Summer* *3 hours*

### **MHA 520 Policy Issues in Health Care**

A study of political and institutional processes pertinent to the formulation and implementation of health care policy in the American system of federalism and pluralism. Factors related to decision making strategies of health care administrators will be the focus of the study. International comparisons will be used to frame issues and policy options. Case studies and other analytical tools will be used to encourage the application of theory to practice.

Prerequisite: Graduate status or permission of the instructor.

*3 hours*

### **MHA 530 Health and Social Systems**

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Prerequisite: Graduate status or permission of the instructor.

*3 hours*

### **MHA 624 Biomedical Ethics**

An analysis of ethical issues in health care administration introducing sources of values and modes of ethical decision making. The roles of individuals, groups and institu-

tions are studied in the context of ethical dilemmas.

*3 hours*

### **MHA 630 Accounting for Health Care Organizations**

A study of the accounting issues faced by health care managers. The course includes an overview of generally accepted accounting principles for health care organizations.

Emphasis is on selected management control techniques pertaining to cost determination, pricing of services, allocation of costs, budgeting, and evaluation of operations in health care organizations. Prerequisites: ACC 230, ACC 231, MAT 110, and MAT 245

*Fall*

*3 hours*

### **MHA 635 Financial Management of Health Care Organizations**

The objective of this course is to provide the basic methods and techniques in management of health care organizations.

Selected financial and management control techniques include financial statement analysis, working capital budgeting, long-term capital budgeting, cost determination and pricing. Special topics include reorganization and mergers, taxation considerations, risk and liability management, and Medicare and the changing regulatory environment.

Prerequisites: ACC 230, ACC 231, ECO 210, ECO 211, BUS 490, MAT 110, and MAT 245

*Spring*

*3 hours*

### **MHA 646 Strategic Health Care Management**

An integration of analysis, planning, organization, implementation, and control in health care settings. Integration is supported by individual and team case analysis.

Prerequisite: BUS 346

*Fall*

*3 hours*

### **MHA 654 Legal and Regulatory Issues in Health Care**

Introduction to health care law. Includes roles/rights of patients, providers, governing

boards, practitioners and government. Based on elements of tort, contract, agency, corporate and administrative law as well as common law.

*Spring*

### **MHA 660 Marketing Strategy for Health Care Professionals**

A study of the marketing issues faced by health care professionals. The course includes an overview of generally accepted marketing management tools and techniques relevant to the wide array of health care providers

including health systems, HMO's and physician-hospital organizations. Emphasis will be given to topics covering market research, strategy, design, and the strategic marketing process. Prerequisite: BUS 366

*Spring*

*3 hours*

### **MHA 680 Internship**

Internship in health care management area. Required of students without health care experience.

*Fall, Spring or Summer*

*3 hours*

### **MHA 690 Independent Study**

A problem selected by the student, approved by the head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MHA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

*Fall, Spring or Summer*

*3 hours*

### **MHA 695 Special Topics in Health Care Administration**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

*Summer*

*3 hours*

# MASTER OF EDUCATION

THE GOAL OF THE MASTER OF EDUCATION degree program is to provide curricula for the continuing professional development of the school educator who has a baccalaureate degree and who is eligible for a North Carolina Class A teaching license. All students will take a common core of courses and select a concentration in a licensure area. Licensure options include Elementary Education, Reading, and English-as-a-Second Language. Students who have an A-license in K-6 can earn a G-level license in Elementary Education, Reading, or English-as-a-Second Language. Students who are eligible for North Carolina Class A teaching license in other areas can be licensed at a G-level in English-as-a-Second Language or Reading.

The program is structured to encourage extensive reading, independent thinking, creativity, and appropriate research. As professional educators, it is expected that students will take an active interest in the overall development of students K-12. Courses are scheduled for fall, spring, and summer so that the full-time teacher can continue both her professional service and her professional career development during graduate study.

The CORE PROGRAM is designed to enable a teacher to develop as a reflective practitioner who will be able to demonstrate the following skills:

- (1) critically evaluate the purposes of education and develop her own philosophy of education;
- (2) explore and evaluate understanding of the nature of the learner and the learning process;
- (3) design a curriculum that reflects her philosophy of education, her understanding of the learner, learning process, and the culture of schooling;
- (4) meet the learning needs of linguistically, socio-economically and culturally diverse school populations;
- (5) explore the philosophical, cultural, and educational implications of current educational technologies and their potential value in contemporary classrooms;
- (6) be a teacher researcher; and
- (7) work creatively and effectively with the content areas of the school curriculum.

The AREA OF CONCENTRATION enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in a G-level license in the area of concentration.

## Application Procedures

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the graduate school in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.
2. A copy of the applicant's North Carolina Class A teaching license.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT). A minimum score of 35 is required for admission.
4. Letters from two professional educators recommending that the applicant be admitted to graduate study at Meredith College. It is the responsibility of the applicant to ask

the references to write directly to the graduate office.

Prospective applicants who wish to discuss the application process or the graduate study program may make an appointment for an interview by calling or writing:

*Department of Education  
Ledford Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8315*

### Miller Analogies Test (MAT)

The applicant is required to take the Miller Analogies Test prior to her admission. For additional information on the MAT, contact the Psychology Department at North Carolina State University. For registration information, call the MAT clerk at (919) 515-2251 between 8:00 a.m. and 5:00 p.m. Monday through Friday.

### License Renewal

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school license may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school license. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for post-baccalaureate study and submit transcripts of all undergraduate work. These transcripts must be sent directly from the applicant's college or university to the graduate school office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to six semester hours of the credit earned as a post-baccalaureate student to meet the requirements for the Master of Education degree.

### Comprehensive Examinations

Upon the completion of all courses and research, students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as her research must pass an oral examination on all coursework including her independent studies. The student who elects Education 650 as her research will defend her thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. A student who has completed all coursework and wishes to take only her comprehensive exams during a semester must enroll in EDU 800 Comprehensive Exams.

### Course Listings

<i>Required Core Courses</i>	<i>Semester Hours</i>
EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 671 Reading Across the Curriculum	3
<i>Required Individual Study: (select either 640 or 650)</i>	<i>Semester Hours</i>
EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	6
<i>Elementary License</i>	
<i>Pre-requisite:</i> North Carolina A K-6 license or eligibility	
Students must take at least one course from each of the following areas:	
Reading	3
ESL	3
Mathematics	3

Six additional hours must be chosen.  
*Courses could include*

- Leadership studies (Currently under a 900 offering)
- Memory, Language, Cognition (PSY 530)
- History of North Carolina (HIS 520)
- Topics in Mathematics for the Elementary School Teacher (MTE 510)
- Other course as approved by the departmental director of the graduate program

*Reading License*

<i>Pre-requisite</i>	<i>Semester Hours</i>
EDU 344 Communication Skills in the Elementary School	3
EDU 455 Literature in the Elementary School or equivalents	3
EDU 670 Reading: Past, Present, Future	3
EDU 672 Assessment of Reading Competencies	3
EDU 673 Diagnostic/Prescriptive Reading Instruction	3
EDU 674 Clinical Application of the Reading Process	3
Elective Course Outside Education Department	

*English-as-a-Second Language*

- Pre-requisite:*
- Experience learning a second language.
- Native speakers of English must have one year of university foreign language instruction or equivalent; for non-native speakers, proficiency in English will meet this requirement.
- Non-native speakers of English must score 600 or higher on the Test of English as a Foreign Language (TOEFL), and a score of 55 or higher on the Test of Spoken English (TSE) or its institutional equivalent (the

- SPEAK test). These scores should not be more than one year old.
- Competency in English grammar as determined through an existing exam developed and administered by faculty of the English Department.
- |   |   |
|---|---|
| EDU 541 Methods of Teaching ESL                     | 3 |
| EDU 643 Second Language Acquisition                 | 3 |
| EDU 645 Culture and the Language Teacher            | 3 |
| EDU 647 Teaching ESL in the Public Schools          | 3 |
| EDU 649 Seminar in Advanced Methods of Teaching ESL | 3 |
- Pre-requisites*
- Methods of Teaching ESL  
Competency in English Grammar
- Required Course Outside Education Department for ESL License:*
- |                              |   |
|------------------------------|---|
| ENG 505 Study of Linguistics | 3 |
|------------------------------|---|

COURSE  
DESCRIPTIONS

*Master of Education*

- EDU 505 Study of Linguistics**
- An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.
- Fall* *3 hours*

**EDU 541 Methods of Teaching ESL**

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting.

*Fall* 3 hours

**EDU 600 Curriculum Development**

A study of the principles, techniques, trends and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development.

*Fall: odd-numbered years* 3 hours

**EDU 610 Advanced Educational Psychology**

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom.

Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology.

3 hours

**EDU 620 Philosophy of Education**

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today.

*Fall, even-numbered years* 3 hours

**EDU 630 Educational Research**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

*Spring, even-numbered years* 3 hours

**EDU 640 Independent Study**

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

3 hours

**EDU 643 Second Language Acquisition**

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications to second language teaching.

*Fall* 3 hours

**EDU 645 Culture and the Language Teacher**

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning.

*Spring* 3 hours

**EDU 647 Teaching ESL in the Public Schools**

A course focusing on the particular needs of K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction.

tion and the adaptation of curricular materials.

*Spring*

*3 hours*

### **EDU 649 Seminar in Advanced Methods of Teaching ESL**

A culminating course consisting of a 30-hour K-12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology.

*Spring*

*3 hours*

### **EDU 650 Thesis**

The student will research, write and defend orally the results of an in-depth examination of a department approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*6 hours*

### **EDU 670 Reading: Past, Present, Future**

An in-depth study of the methods, materials and basic research in developmental reading. Emphasis is given to applying appropriate research and modern technology while critically evaluating issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate action research in reading within the school setting. Students acquire skills necessary to: assist the school in assessing, planning, implementing and evaluating in-school reading programs; assist the school in interpreting the school reading program to parents and to the public school.

*3 hours*

### **EDU 671 Reading Across the Curriculum**

An in-depth study of the reading process as it relates to the different areas in the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instruc-

tional media to meet the needs of content area students. Applications of study aids, SQ3R and DRTA, and technology will be made.

*3 hours*

### **EDU 672 Assessment of Reading Competencies**

An in-depth study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques. Emphasis is given to identifying patterns of behavior which may indicate physical, social, emotional or intellectual impairments that affect the student's progress in reading. Students are required to assess reading strengths and weaknesses of clients in a clinical situation and compile and report the information obtained. Students select, administer and interpret norm- and criterion-referenced reading and achievement tests.

*3 hours*

### **EDU 673 Reading Intervention Strategies**

An in-depth study of the various ways of meeting the needs of individuals and groups by prescribing reading instruction based upon diagnosis of strengths and weaknesses and knowledge of methods and materials. Emphasis is given to developing study guides, modifying test material, locating supplementary materials, organizing and supervising reading programs. Students are required to use diagnostic information with participants in a clinical situation.

*3 hours*

### **EDU 674 Clinical Applications of the Reading Process**

In-depth advanced tutoring experiences which interrelate reading, other areas of the language arts, and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading programs for students, formal and informal continuous diagnosis, the selection and use of a variety of materials, record keeping,



instructional procedures, and reporting of diagnostic procedures and the progress of students. Students are required to tutor in a clinical situation which will include developmental, corrective, functional and recreational reading, as well as the use of available technology. The video taping of one clinical tutoring session is required. Regularly scheduled conferences and field supervision by the course instructor are an integral part of the course.

*3 hours*

### **HIS 520 History of North Carolina**

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

*3 hours*

### **MTE 510 Topics in Mathematics for the Elementary School Teacher**

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability and statistics. The heuristics of problem solving are applied within each of the topics studied. Activities involving problem solving are included to demonstrate the processes used.

*3 hours*

### **MTE 511 Topics in Geometry for the Elementary School Teacher**

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruencies, similarities and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions.

*3 hours*

### **MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher**

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem-solving skills of the student and to provide her with an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisite: strong background in high school algebra.

*3 hours*

### **MTE 610 Directed Study in Mathematics for Elementary School Teachers**

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

### **MAT 611 Directed Study in Computer Science for Elementary School Teachers**

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

### **PSY 512 Special Topics in Education: The Exceptional Individual**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded and emotionally disturbed; persons with speech, hearing, visual and crippling health disabilities; and those with major specific learning disabilities.

*3 hours*

**PSY 530    Memory, Language and  
                 Cognition**

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem-solving.

*3 hours*

# MASTER OF MUSIC — PERFORMANCE AND PEDAGOGY

THE MASTER OF MUSIC IN PERFORMANCE and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- (1) Perform advanced literature well, in a variety of situations;
- (2) Continue growth in all music-related areas through research skills;
- (3) Develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;
- (4) Develop and use an advanced knowledge of music literature, history, theory and pedagogy.

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session. Classes for the program are held in the Wainwright Music Building. Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee may be charged by the accompanist. As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

## Admission

Admission to the program is limited to women who hold a baccalaureate degree in music.

## Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the references to write directly to the graduate office.
3. An official report of scores on the music section of the Graduate Records Examination (see next page).
4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.
2. An audition and an interview; both are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see Prerequisites below).

## Audition

The student performs about 20 minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalog.

The student will sight-read some representative scores of easy to moderate difficulty. She will have an opportunity to discuss her background and experience with members of the faculty.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

*Department of Music  
Wainwright Music Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8536*

## Graduate Record Examinations (GRE)

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Record Examination (GRE). The Music test is given four times a year. Information on test dates and centers is available from the Career Center at Meredith College or directly from:

*Graduate Record Examination  
Educational Testing Service  
CN 6000  
Princeton, New Jersey 08541-6000*

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form.

## Prerequisites

Entering graduate students must take department diagnostic tests in theory and in history of music before formal admission into the program or before the completion of

two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance of music at undergraduate senior level for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

## Program of Study

A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>
MUA 500, 600 Principal Applied Study at Graduate level	10
MUS 620 Readings in Pedagogy	2
MUS 621 Practicum in Pedagogy	2
MUS 622 Selected Topics in Pedagogy	2
MUS 594 Seminars in Music Literature (two)	4
MUS 514 Literature of the Principal Applied	2
MUS 595 Seminars in Theory (two)	4
MUS 610 Basic Research in Music	3
MUS 696 Graduate Paper	1

MUS 612 Lecture-Recital	1
MUS 690 Graduate Recital	1
<b>Total Hours</b>	<b>32</b>

Foreign language proficiency for voice majors: students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German and Italian.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

## COURSE DESCRIPTIONS

### *Master of Music — Performance and Pedagogy*

#### APPLIED MUSIC

#### **MUA 500, 600\* Principal Applied Study**

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. She practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level).

*2–3 hours*

*\* There are additional charges for applied music lessons.*

#### PEDAGOGY

#### **MUS 620 Readings in Pedagogy**

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

*2 hours*

#### **MUS 621 Practicum in Pedagogy**

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

*2 hours*

#### **MUS 622 Selected Topics in Pedagogy**

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

*2 hours*

#### MUSIC LITERATURE

#### **MUS 594 Seminar in Music Literature**

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

*2 hours*

#### **MUS 514 Literature of the Principal Applied**

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples impor-

tant to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

*2 hours*

## THEORY

### **MUS 595 Seminar in Theory**

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate.

*2 hours*

## RESEARCH

### **MUS 610 Basic Research in Music**

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written. This course is offered only in summer session.

*3 hours*

### **MUS 696 Graduate Paper**

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office.

*2 hours*

## RECITALS

### **MUS 612 Lecture-Recital\***

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

*1 hour*

### **MUS 690 Graduate Recital\***

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. Pass-fail grading.

*1 hour*

## ENSEMBLES

### **MUS 534 Choral Ensemble**

### **MUS 536 Accompanying**

### **MUS 537 Instrumental Ensemble**

### **MUS 538 Orchestra**

### **MUS 800**

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

\* There are additional charges for recitals

# DIETETIC INTERNSHIP

## Internship Philosophy

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provide the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Qualified women students will have solid understanding of and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills will be further developed through graduate course work. This will enable them to be leaders in their profession and assume responsibilities as employees and citizens. Students will become lifelong learners as they evaluate the effect of societal changes in the political, economic, social and psychological realm on food choices and eating habits. They will strive for professional competence, productivity, and service to society.

## Internship Goals

The goals of the Meredith College Dietetic Internship are to:

- (1) Provide supervised practice in clinical nutrition, community nutrition and food service management in a variety of professional settings for achievement of experience requirements for entry level dietitians/nutritionists.
- (2) Enable students to complete academic preparation through application of knowl-

edge in supervised practice to prepare students to successfully complete the Registration Examination for dietitians and to become licensed if applicable.

- (3) Provide opportunities to students to interact with registered dietitians in different professional settings who will serve as role models in their fields of practice to develop the students' professional potential and interest.

- (4) Provide experience in application of nutritional principles in disease prevention and health promotion, control of disease processes, and rehabilitation.

- (5) Provide students with opportunities to develop skills in management and administration, in program planning, implementation and evaluation.

- (6) Equip students to conduct/participate in nutritional assessment on the individual and community level and design and communicate appropriate nutrition intervention procedures.

- (7) Provide opportunities to counsel and educate clients and paraprofessionals; and to develop appropriate nutrition education materials for a specified clientele.

- (8) Train students to evaluate health and nutrition claims and communicate concerns appropriately and effectively.

- (9) Enhance the quality of dietetic and nutrition practice by educating students to be:

- a. Committed to fulfilling the Standards of Practice;

- b. Confident and competent in problem solving, communication, decision-making, leadership, and independent judgment;

- c. Capable in interaction with other health care professionals and in working as a productive team member of inter-disciplinary teams; and

- d. Competent in adapting to the ever-changing role of the professional dietitian/

nutritionist.

(10) Motivate membership and participation in the American Dietetic Association on the national, state, and local level; and in continuing education.

(11) Counsel students in their career choices through assistance in their application for professional positions.

## Application Procedures

The applicant must request the application package from the John E. Weems Graduate School. The following materials must be submitted for application to the Dietetic Internship Director:

1. The completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or Verification Statement signed by the applicant and the program director of the Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA approved Didactic Program in Dietetics has to be submitted before the applicant can enter the internship.
2. An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
3. A completed application package including educational background, work experience or internships, activities and honors.
4. Three letters of recommendation from people with knowledge of the applicants' professional potential and character: one from the program director, one from a professor and one preferably from a person the applicant has worked for.
5. Letter of application stating professional and educational goals and the reasons for choice of this Dietetic Internship.
6. "Test of English as a Foreign Language" scores: For international students only.
7. A non-refundable application fee payable to the John E. Weems Graduate School.

The post-mark deadline for the application package is February 15. All applicants to Dietetic Internships (DI) and most Pre-professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and a mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from any ADA-approved Didactic Program in Dietetics or from D&D Digital Systems. This request should be made to allow turn around time for submitting by February 15 postmark deadline. There is no charge for this material. However, there is a \$40.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:

*D&D Digital Systems*  
137 Lynn Avenue  
Ames, IA 50014

## Admission Criteria

The application packages are ranked and submitted to D&D Digital Systems. Ranking depends on the following criteria:

1. A valid verification statement stating that the applicant completed the ADA-established academic requirements.
2. A bachelor's degree from an accredited college/university.
3. An undergraduate GPA of a minimum of 2.5/4.0 overall or for the last 60 hours of course work verified by transcripts from all institutions.
4. A completed application package.
5. Three completed references.
6. The letter of application.
7. Approval of candidate by Admissions' Committee.

## Notification of Admission

The applicant will receive notification of the computer matching by D&D Digital Systems. The applicant should call the Dietetic Internship director on the Wednesday closest to April 20 to accept the



appointment to the Dietetic Internship at Meredith College. A letter to confirm acceptance to the appointment must be postmarked within 24 hours after the phone call.

### **Certification**

The student who completes the Dietetic Internship successfully will receive a Program Verification Statement signed by the program director. This makes her eligible to take the Registration Examination to become a Registered Dietitian.

### **Program of Study**

Students must take two three-hour graduate credit courses: Advanced Clinical Nutrition Seminar and Pediatric Nutrition. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition; also, they will participate in a three-week enrichment experience of their choice. As part of the program, attendance of the ADA Legislative Symposium in Washington, D.C., and field trips are mandatory.

Disorders, Hereditary Metabolic Disorders, Neurological and Developmental Disorders and Feeding Problems and the Role of Nutrition in the Treatment of those Special Conditions.

### **Accreditation Status**

The Dietetic Internship at Meredith College has been granted Developmental Accreditation by the American Dietetic Association Council on Education Division of Education Accreditation/Approval. This specialized accrediting body is recognized by the Council on Postsecondary Accreditation and the US Department of Education.

## **COURSE**

## **DESCRIPTIONS**

### **FN 601     Advanced Clinical Nutrition Seminar**

Advanced Study and Nutritional Assessment of Selected Pathophysiological Conditions. Discussion of the Role of Nutrition in Prevention, Treatment and Rehabilitation of those Conditions. In addition, Ethical and Administrative Questions will be discussed.

### **FN 602     Pediatric Nutrition**

Study of Nutritional Requirements and Evaluation of Nutritional Status of Infants and Children. Discussion of Chronic Diseases, Behavioral and Psychological

# GRADUATE SCHOOL DIRECTORY

## Administration

John Edgar Weems, Ed.D. (1972)  
*President*

Mary S. Johnson, Ed.D. (1980)  
*Dean of Graduate School*

Rebecca J. Oatsvall, Ph.D. (1984)  
*Head, Department of Business and Economics*

Sally Davis, B.S. (1986)  
*Coordinator of the MBA Program*

W. David Lynch, D.M.A. (1969)  
*Head, Department of Music*

James C.B. Fogle, Ph.D. (1977)  
*Coordinator of Music Program*

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M.Ed., Ed.D., North Carolina State  
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MEREDITH

THE JOHN E. WEEMS GRADUATE SCHOOL

Park Center

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

919-829-8423

[www.meredith.edu/meredith/](http://www.meredith.edu/meredith/)

*Meredith College admits qualified women students without regard to race, creed, national or ethnic origin, age or disability.*

*Produced by the Office of Marketing and Communications, 12-97.*



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# THE JOHN E. WEEMS GRADUATE SCHOOL

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## GRADUATE SCHOOL CATALOGUE

1999



# MEREDITH

COLLEGE



*The John E. Weems Graduate School  
at Meredith College*

GRADUATE SCHOOL  
CATALOGUE

VOLUME 7

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THE JOHN E. WEEMS GRADUATE SCHOOL INTENDS TO adhere to the rules, regulations, policies and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Graduate School Catalogues should be sent to:

*The John E. Weems Graduate School*

*Meredith College*

*3800 Hillsborough Street*

*Raleigh, North Carolina 27607-5298*

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## PRESIDENT'S MESSAGE

*Maureen A. Hartford, Ed.D.*

**E**DUCATING OUR STUDENTS to excel—that's Meredith's mission and a theme that you will find explicit and implicit during your years in the John E. Weems Graduate School at Meredith College. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you will value as a Meredith graduate student, and value even more as a Meredith graduate.

The John E. Weems Graduate School fulfills the mission of Meredith College by encouraging academic inquiry, providing opportunities and facilities for advanced study and research and developing professional specialization.

Making the decision to attend graduate school entails a certain amount of sacrifice; I know this as well as you. At Meredith, we recognize that you are here because you want to advance your education, and advance your career. We want to make that possible for you. Our campus is conveniently located, our classes are conveniently scheduled, and our programs are constructed with convenience in mind. At the John E. Weems Graduate School, we want you to get the most for your investment.

In today's world, you have unlimited potential. You can do anything you want to do. If you want to excel, Meredith is the place for you.





MESSAGE  
*from the Dean of*  
*the John E. Weems Graduate School*  
*Mary S. Johnson, Ed.D.*

**W**ELCOME TO MEREDITH College and to the John E. Weems Graduate School. We are a college committed to providing opportunities for students to advance their personal and professional goals through graduate study.

Located in North Carolina's capital city, Meredith offers a prime location for pursuing a graduate degree. Opportunities abound for interactions with state-level government officials, a thriving business community as well as participation in a wide variety of cultural programs.



Meredith's faculty are of the highest caliber and bring to the classroom real-world experiences. They are accessible and accommodating, academically

demanding and rigorous. Our professors are active in the community and engage in research, but are dedicated first and foremost to teaching. Graduate curricula are presented in a variety of ways, including case method, lecture, practical application, theory, and teamwork. At Meredith, classes are small and you are known by name, not number. Thank you for choosing Meredith College and best wishes for a rewarding graduate student experience.





# GENERAL INFORMATION

## Historic Statement of Purpose

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide operation and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

## Mission Statement

*In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion. Meredith endeavors to create a supportive and diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in the students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to enter graduate and professional studies, and to lead responsible lives of work, citizenship, leisure, learning and service.*

## Purpose

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education, and to support research and scholarly activities. Specific goals include:

- (1) To emphasize integrity in scholarship and personal relationships;
- (2) To emphasize values, ethics and excellence in graduate education and scholarly work;
- (3) To promote cultural diversity and intellectual collegiality;
- (4) To attract, develop and retain a faculty who strives for excellence in teaching, scholarship and artistic performance.

The John E. Weems Graduate School is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

## Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of College and Schools, (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number (404) 679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music. It is also accredited by the National Association of Schools of Music and the National Council for Accreditation of Teacher Education. The College is a member of the American Assembly of Collegiate Schools of Business (AACSB), the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education and the National Collegiate Athletic Association. Female graduates of

Meredith are eligible for membership in the American Association of University Women.

## History

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the committee for a women's college and was member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school [to] be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, Meredith College offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of the leader whose persistence helped make it a reality. The campus, first located near the Capitol of North Carolina, was moved to its present west-Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was Baptist Female University to a 225-acre campus.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School of Meredith in honor of the seventh Meredith president, who was instrumental in the establishment of graduate programs.

## Student Services

### *Student Life*

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convocations and special events are open to all graduate students.

Cate Center, a modern facility which serves as the student center, provides a study and lounge area. This area offers graduate students the convenience of a telephone, personal computers, an ATM machine, a wide-screen television, and various bulletin boards for announcements and information. Also in the Cate Center is the Meredith supply Store and the BeeHive Cafe, where students can purchase fast foods as well as healthful meals and snacks.

The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day Monday–Thursday: breakfast 7:30–8:30 a.m.; lunch 11:30–1:30 p.m.; dinner 4:30–6:30 p.m.; Saturday and Sunday: continental breakfast 8:30–10:30 a.m.; brunch 11:30 a.m.–1:30 p.m.; dinner 4:30–6:00 p.m.

Carroll Health Center serves as a resource center for information on health and offers the services of a registered nurse 24 hours a day in the case of emergencies.

Recreational facilities include an indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

### *Student Identification*

Students are required to have I.D. cards to check out books from the library, make copies, access computer labs and use Meredith facilities.

### *Library*

The Carlyle Campbell Library provides information resources in a variety of formats, including digital, full-text image, print, videotape, laserdisc, and microforms. ALIS, the automated Library Information System, may be accessed using telnet or modem.

### *Career Center*

The Meredith College Career Center offers a variety of services for graduate students. Located in Cate Center, the purpose of the Career Center is to facilitate the career development of the Meredith community through relevant programs, counseling, resources and educational activities. The office assists students in career exploration, employment assistance, cooperative education and resource information.

### *Due Process*

Students who are experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor. It is the professor's responsibility to fully explain all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the department head. Should further action be required, the matter should be discussed with the dean of the graduate school.

### *Faculty/Administration*

The faculty at Meredith provides the momentum through which the College functions. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, serve on committees and help establish the academic policies of the College.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational and cultural resources directly accessible to Raleigh.

### *Administration*

Maureen A. Hartford, Ed.D.  
*President*

Charles E. Taylor, Jr.  
*Executive Vice President*

Mary S. Johnson, Ed.D.  
*Dean of Graduate School*

Allen F. Page, Ph.D.  
*Dean, Undergraduate Instruction*

Susan Wessels, M.B.A., C.P.A.  
*Head, Department of Business and Economics*

Karen Greene, M.Ed.  
*Coordinator of the MBA/MHA Program*

Heather Pollard, B.A.  
*Graduate Program Recruiter*

Carrol Snodgrass,  
*Administrative Assistant*

William H. Landis, Ph.D.  
*Coordinator of Dietetic Internship Program*

W. David Lynch, D.M.A.  
*Head, Department of Music*

James C.B. Fogle, Ph.D.  
*Coordinator, Master of Music*

Jerod Kratzer, Ed.D.  
*Head, Department of Education*

Ellen Graden, Ph.D.  
*Coordinator, Master of Education*

### **Degrees Offered**

The John E. Weems Graduate School offers the graduate degrees of Master of Business Administration (MBA), Master of Health Administration (MHA), Master of Education in Elementary Education (Licensure in ESL, reading and elementary education), and Master of Music in performance and pedagogy. The curriculum is designed to introduce students to the latest in technology, to explore new concepts and media and to develop new techniques in research and performance. Students have the

opportunity to tailor certain parts of their program to meet individual needs.

### Non-Discriminatory Policy

The John E. Weems Graduate School does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, gender, age or disability.

### Honor System

Founded on the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity.

#### *Honor Code Policy*

#### STATEMENT OF HONOR

The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom they work. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, a graduate student must be honorable in their work and actions. In particular, they must refrain from cheating, stealing, lying or plagiarizing.

#### VIOLATIONS

Any dishonorable action will be regarded as a violation of this commitment. A student who violates the honor system has an obligation to report themselves to the proper authorities. If they are aware of a violation by another student, they should call that student's attention to the violation and ask that they turn themselves in. If the student refuses, the observer must decide on the basis of

their conscience whether or not to report the student who they believe has violated the honor code.

### PROCEDURES

1. A student should report themselves or be reported to an instructor or the coordinator of their graduate program. In addition, an instructor who observes a student in violation of the honor code should confront the student.

2. Upon receiving such a report or making such an observation, the instructor should notify the dean of the John E. Weems Graduate School.

3. The dean will convene a Graduate Honor Council composed of a member of the Graduate Student Advisory Committee, a faculty member and a member of the Graduate Studies Committee. The dean will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the dean.

4. The dean will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.

5. If they wish, the student may appeal the ruling to the dean within 48 hours of notification of the decision.

6. Should the student wish to appeal further, they may do so within 48 hours to the vice president and dean of the College. Final appeal may be made within 48 hours to the president of the College whose ruling is final.

*NOTE: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy any academic penalty s/he shall deem appropriate.*

# ADMISSIONS

## Admission Procedure

Graduate programs operate on a continuous admissions procedure; however, for admission to a program, an applicant's file must be complete by Aug. 1 for fall admission, Dec. 1 for spring admission, and May 1 for summer admission.

Committed to the development of the individual, The John E. Weems Graduate School seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of their baccalaureate-level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs.

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School. A \$50 non-refundable application fee must accompany all graduate applications. Six semester credit hours are considered full-time in each of the graduate programs.

Applications may be obtained by writing or calling:

*The John E. Weems Graduate School  
Meredith College  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 760-8423  
Fax: (919) 760-2898*

## Regular Admission

An applicant fully qualified by departmental admissions criteria is granted regular admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years.

## Provisional Admission (MBA, MHA, and Music Programs)

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission. Refer to specific program requirements for details.

Provisional status is limited to two calendar years. Students who fail to qualify for regular admission within two years will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the dean of the graduate school.

## Post-Baccalaureate Study

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a degree program. No more than six hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate study must submit a post-baccalaureate application form and fee and have official transcripts from all colleges and universities attended sent directly from the college or university to the John E. Weems Graduate School.

A student who applies for admission and is accepted for a particular semester must notify the dean of the graduate school or their adviser one week before the beginning of the semester if they wish to delay admission to a later semester.

## International Students

Except in cases where English is their native language, the international applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old,

unless the student has been enrolled full-time in an accredited American college or university during the interim.

The John E. Weems Graduate School does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

An international student must also present copies of the following forms to the Graduate Office:

1. Passport
2. Visa\*
3. Arrival/Departure Record (if applicable)
4. I-20 ID if applicable
5. Alien Registration Number (Permanent Resident only)
6. Financial statement showing resources for a two-year period
7. Furnish proof of Health Insurance

*\* If an applicant holds an F-1 Visa, they must list the school or college they have permission to attend and submit a copy of their current I-20 form. The College will assist them in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained.*

The John E. Weems Graduate School requires official college transcripts. Personal copies of transcripts are not accepted. The student must request the registrar of each institution at which they have enrolled, to send an official transcript to the attention of the graduate school office. An international student who is academically admissible will be required to give proof of financial responsibility for their education.

### Visiting Students

Each visiting student must submit a post-baccalaureate application and fee and a letter

from the school to which they plan to transfer the credit stating that they have permission to take specific courses at Meredith. In addition, the visiting student must request that the registrar at Meredith send a copy of their transcript to their school when they complete their courses.

### Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of their adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The dean of the graduate school will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses may also be taken through CRC with the approval of the student's adviser.

### Costs

Charges for graduate courses are published each semester in the registration information. Additional charges are added for certain applied music lessons in the Master of Music program.

### Parking

A student parking on campus is required to have a parking decal which can be purchased for the academic year (August to

August) from the campus security office. Spaces on the north and south sides of Harris Hall are available for graduate students, and other spaces are available near Wainwright Music building adjacent to the Meredith lake. Parking is permitted in any space marked "commuter."

### **Financial Aid**

Graduate students are eligible to borrow money from the Federal Stafford loan program to assist with their educational expenses. Currently, students who exhibit financial need through the federal methodology can borrow up to \$8,500 per academic year through the subsidized Federal Stafford loan program. Subsidized loans have the interest deferred until six months after the student ceases to be enrolled at least half-time. Students who are not eligible for the subsidized loan can borrow from the unsubsidized Federal Stafford loan program. Through the unsubsidized loan program students can borrow up to \$10,000 per academic year, but are responsible for paying interest as it becomes due, or they can defer the interest until after graduation. The interest rate is not to exceed 8.25%. In order to be considered for either program, students must complete a Free Application for Federal Student Aid (FAFSA). Application for financial assistance and for the loan programs are available at the Office of Financial Assistance in Johnson Hall.

### **Scholarships and Tuition Grant**

Two scholarship funds provide financial assistance to students in the Master of Business Administration Program. Information about these scholarships is mailed to eligible students.

(1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related higher education and to perpetuate his interest in Meredith College students.

(2) The Wyford Scholarships are made possible by a bequest from Ms. Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.

(3) Master's of Health Administration Dean's Awards are awarded to selected entering MHA students.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program. Students must be under contract in a secondary, middle or elementary, public or private North Carolina school. In order to verify this status, the principal of the school must complete a form and return it to the accounting office. On occasion the A.J. Fletcher foundation offers fellowships to graduate students in music. Information about these fellowships may be obtained from the coordinator of music graduate studies or the music office.

# ACADEMIC POLICIES

## Inclement Weather

The professor will inform each class in writing of his/her inclement weather policy.

## Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (given below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. When an individual student raises a question about their grade, they should be dealt with openly and fairly. A student should have the opportunity to examine assignments they submit and to understand the mark assigned to it. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, they may consult with the head of the department and then with the dean of the graduate school.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
W	Withdrawal
I	Incomplete
Z	Interim grade
Au	Audit

The "I" grade is given when a student and a professor have agreed that, for good reason, the student cannot complete the course on time. The professor sets forth the requirements for completing the course during the next semester. These requirements should be

clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate office. All work must be completed no later than the final class day of the following semester or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate office.

An "N" grade will be assigned at the discretion of the graduate office when a grade roster has not been turned in by a professor. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

## Grade Changes and Corrections

A professor may make grade changes in consultation with the dean of the graduate school. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over. (Does not apply to an "I" grade.)

## Transfer Credit

Requests for transfer of graduate credit from another institution will be evaluated by the department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better.



## Auditing a Course

A student who wishes to change grading for a course from letter grade credit to audit must submit a completed drop/add form signed by their professor and adviser to the graduate school office within the first 12 hours of instruction in the course. A 50-minute class is considered one hour of instruction.

## Adding/Dropping a Course

A student may add a course or change sections only during the first three hours of course instruction, only if space is available in the class and with the consent of the professor. A 50-minute class is considered one hour of instruction. Drop/add forms must be signed by the student, their professor and their adviser and be submitted to the graduate school office.

A student may drop a course and receive a grade of "W" through the first 12 hours of instruction. After the withdrawal period a W grade will be given only upon medical or emergency withdrawal. Drop/add forms must be signed by the student, their professor and their adviser and be submitted to the graduate school office.

## Withdrawal from Program

A student who wishes to withdraw permanently from a program must submit an official withdrawal form signed by their adviser to the graduate school office.

When a student exceeds the six-hour limit of "C" grades, the student is dropped from the program. They may file a written appeal of their dismissal with the dean of the graduate school. If they are readmitted, they must repeat all courses with grades of "C" or below in excess of the six-hour limit, and they must meet other requirements specified by the dean of the graduate school.

## Retention

If a graduate student receives an "F" grade, their status is automatically reviewed by the department. They will be notified within 10 working days if they will be allowed to continue the program and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the dean of the graduate school.

## Refunds

If the graduate student withdraws from courses before the end of a semester, they are responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to 12 class hours	40%
After 12 class hours	100%

This schedule is based on a three-semester-credit-hour course, and a 50-minute class is considered one hour of instruction. If a student has not paid the full tuition for the semester they will be billed according to the requirements above.

## Interrupted Study

A student who wishes to interrupt their graduate study for at least one semester should notify their adviser of their intent by signing a leave of absence form. They may later return to the program with the same status they held at the time of their departure and under the same catalogue. This policy does not change the six-year time limit (starting when the student entered the program) required for completion of the graduate degree.

## Special Studies

Special Study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum. This category includes individual study, special topics, off-campus study (foreign and otherwise) and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the head of the department, the adviser, and the dean of the graduate school.

## Academic Advising

After an initial meeting with the program coordinator, each graduate student will be assigned an academic adviser who will assist them in planning their program of study from beginning to completion.

## Filing for Graduation

A student must file for graduation in the graduate office and pay a \$75 graduation fee. Those who plan to graduate in May or August must contact the graduate office by December 1; graduates in December must contact the graduate office by May 1. Diploma forms may be faxed or mailed to the graduate office.

## Commencement

Commencement is held in May and December of each year. August graduates are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

## Degree Requirements

The following information applies to all students who receive the master's degree from The John E. Weems Graduate School at Meredith College:

- (1) A student may not apply more than six hours of C grades toward their degree.
- (2) A student is expected to complete requirements for their degree within six calendar years. Under unusual circumstances, they may request an extension. The request must be made to the dean of the graduate school and be endorsed by the department.
- (3) A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.
- (4) A student who has completed all coursework toward their degree but has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 and carries no graduate credit.
- (5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.
- (6) A student may not apply more than six hours of transfer credit to a degree program.
- (7) A student may not apply more than six hours taken at Meredith as a post-baccalaureate student toward degree requirements.
- (8) A student may not apply more than six hours of CRC credit to a degree program.
- (9) All prerequisites must be completed with a grade of C or better.

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# THE JOHN E. WEEMS GRADUATE SCHOOL

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MASTERS DEGREE PROGRAMS



Margaret L. Edwards  
Senior Buyer  
Corporate Purchasing  
The Williams Inc.

*Meredith*

# MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program is designed to provide advanced study for people who are currently in management or administrative positions or who aspire to such positions. An applicant must have graduated from an accredited college or university at least two years prior to admission or demonstrate readiness for graduate work. The primary purpose of the program is to provide students with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables students to make greater contributions to their organizations and communities, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate business experience with current theories of management and to explore new business concepts in marketing, economics, accounting and finance.
- (3) To analyze alternative solutions to business problems involving social, legal, economic, political and ethical factors
- (4) To develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the prerequisites are available either in the day or in the evening. Classes are usually held in the Shearon Harris Building.

## Application Procedures

After submitting the application form for graduate school and the application fee, an applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MBA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MBA Program*  
123 Park Center  
Meredith College  
Raleigh, NC 27607-5298  
Telephone: (919) 760-2281  
Fax: (919) 760-2898

## Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

Two scholarship funds, the Shearon Harris Scholarship fund and the Wyford Scholarships, are available to enrolled stu-

dents. Information about these scholarships are sent to students during spring semester of each year.

### **Graduate Management Admission Test (GMAT)**

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North America and at many international sites.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTT device for deaf and hard-of-hearing people : 1-609-734-9362
- e-mail: [gmata@ets.org](mailto:gmata@ets.org)
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-462-8669 in the U.S. and Canada. (See the Bulletin for international phone numbers.)

Applicants should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the Graduate School will receive a record of their test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required.

### **Admission Requirements**

The MBA Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

#### *Regular Admission*

Regular admission status is granted to applicants who:

1. submit all applications material;
  2. meet the admission formula:  
 $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ .
  3. meet the minimum GPA (2.50) and GMAT (350) requirements. Note that the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement;
  4. complete all prerequisite courses with a grade of C or better;
  5. interview with Program Coordinator.
- See page 24.

#### *Provisional Admission*

Provisional Admission is granted to applicants who:

1. submit all application materials
  2. meet the minimum GPA (2.50) and GMAT (350) requirements.
  3. have not completed all prerequisites
  4. do not meet the minimum score of the admission formula.
  5. interview with Program Coordinator.
- See page 24.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by their adviser. Students may remain on provisional status two years from the date of their acceptance letter.

#### *Post-Baccalaureate Study*

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application and fee;

(2) have official transcripts of all undergraduate and graduate studies submitted to the graduate office by respective college registrars. Student must have a GPA of 2.5.

If a post-baccalaureate student decides to apply as a degree candidate, all requirements for admission must be met. Only six semester hours of graduate work taken as a post-baccalaureate student may be counted toward the degree.

*Notification of Admission*

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. Students are subject to requirements and policies in the catalogue effective at the time of their formal admission.

**Program**

The MBA program consists of 36 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years.

<i>Required Prerequisites</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
<b>Total Hours</b>	<b>27</b>

**Required Prerequisites**

**ECO 210     Macroeconomic Principles**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

*3 hours*

**ECO 211     Microeconomic Principles**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

*3 hours*

**ACC 230     Principles of Accounting I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

**ACC 231     Principles of Accounting II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230

*3 hours*

**MAT 245     Statistics I**

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

*3 hours*

**MAT 110     Functions and Graphs**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponen-

tial and logarithmic functions, and trigonometric functions. Graphing calculators will be used.

*3 hours*

### **BUS 346 Principles of Management**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness.

*3 hours*

### **BUS 366 Principles of Marketing**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

*3 hours*

### **BUS 490 Corporation Finance**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 110, and MAT 245

*3 hours*

Students may complete prerequisites while they are classified under provisional admission. All prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MBA Program.

### **Graduate Courses**

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

<i>Required Courses</i>	<i>Semester Hours</i>
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3

### *Electives*

BUS 690 Independent Study	3
<i>or</i>	
BUS 695 Special Topics in Business	

<b>Total Hours</b>	<b>36</b>
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# COURSE DESCRIPTIONS

## *Master of Business Administration*

### **ECO 610 Macroeconomic Environment of the Firm**

Study of the behavior of the national economy and its impact on business. The focus is on predicting the effects of major economic events and government policy on the performance of the firm and managerial decision making. Special emphasis on business cycles, inflation, interest rates, taxation, and foreign exchange rates.

Prerequisites: ECO 210, ECO 211.

*Summer 3 hours*

### **ECO 611 Managerial Economics**

An analysis of the application of micro-economic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Prerequisites: ECO 210, ECO 211.

*Fall 3 hours*

### **BUS 630 Accounting for Managerial Decisions**

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation.

Prerequisites: ACC 230, ACC 231, MAT 110, and MAT 245.

*Fall 3 hours*

### **BUS 635 Managerial Finance**

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the

basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisites: ACC 230, ACC 231, ECO 210, ECO 211, MAT 110 MAT 245, and BUS 490.

*Spring 3 hours*

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*Summer 3 hours*

### **BUS 646 Management Processes and Policy**

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation may be used to provide realistic interpretation of the subject matter.

Prerequisite: BUS 346.

*Fall 3 hours*

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646.

*Spring 3 hours*



**BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: MAT 110 and 245.

*Fall* 3 hours

**BUS 654 Legal, Regulatory and Ethical Issues**

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

*Spring* 3 hours

**BUS 660 Marketing Strategy**

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy. Prerequisite: BUS 366.

*Spring* 3 hours

**BUS 690 Independent Study**

A problem selected by the student, approved by the Head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MBA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

*Fall, Spring, or Summer* 3 hours

**BUS 695 Special Topics in Business**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are

selected to meet student interest and need.

*Summer* 3 hours

**BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: For MBA students, completion of 24 hours of graduate courses including BUS 646. For MHA students, completion of 30 hours of graduate courses including MHA 646.

*Summer* 3 hours

**COE 600 Graduate Cooperative Education**

A cooperative educational experience with companies and agencies approved by the Office of Career Services and the student's adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which they are enrolled in a cooperative experience. Prerequisite: Three semester hours of graduate credit at Meredith.

*Fall, Spring, or Summer* 3 hours

# MASTER OF HEALTH ADMINISTRATION

THE MASTER OF HEALTH ADMINISTRATION (MHA) program provides opportunities for students to advance their careers in the health management area by completing a 42 semester hour graduate program. Students participate in learning experiences directly related to tasks and responsibilities of health care administrators: developing budgets, supervising employees, coordinating patient services and working with community agencies.

The MHA Program is designed to provide advanced study for those who are administrators of health care organizations or aspire to such positions. The primary purpose of the program is to provide students with managerial skills and appropriate knowledge to be successful in managing within the health care field. This professional degree enables them to make greater contributions to their organizations, communities, and to professional health care management, to advance their careers and to obtain increased job satisfaction.

## Specific Objectives of the Program

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate health care experience with current theories of management, marketing, accounting, finance and economics
- (3) To analyze alternative solutions to health care management problems involving social, political, ethical, legal and economic factors
- (4) To develop techniques for meeting the challenges of changing technical and ethical issues.

## Application Procedures

After submitting the application form for graduate school and the application fee, an

applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MHA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MHA Program*  
123 Park Center  
Meredith College,  
Raleigh, NC 27607-5298  
Telephone: (919) 760-2281  
Fax: (919) 760-2898

## Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

## Master's of Health Administration Dean's Awards

One-time monetary awards ranging from \$1,000.00 to \$5,000.00 will be awarded to selected entering MHA students. To be eligible for the award, a student must meet the

following criteria.

1. Minimum GMAT score of 600
2. Minimum GPA of 35
3. A writing sample indicating why you are pursuing an MHA degree
4. A completed scholarship application
5. Student has regular admission status

### **Graduate Management Admission Test (GMAT)**

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North America and at many international sites.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTT device for deaf and hard-of-hearing people : 1-609-734-9362
- e-mail: [gmata@ets.org](mailto:gmata@ets.org)
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-462-8669 in the U.S. and Canada. (See the Bulletin for international phone numbers.)

Applicants should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the Graduate School will receive a record of their test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required.

### **Admission Requirements**

The MHA Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures.

Admission status of applicants is determined according to specified criteria.

#### *Regular Admission*

Regular admission status is granted to applicants who:

1. submit all applications material;
2. meet the admission formula:  
 $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ .
3. meet the minimum GPA (250) and GMAT (350) requirements. Note that the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement;
4. complete all prerequisite courses with a grade of C or better

#### *Provisional Admission*

Provisional Admission is granted to applicants who:

1. submit all application materials
2. meet the minimum GPA (250) and GMAT (350) requirements.
3. have not completed all prerequisites
4. do not meet the minimum score of the admission formula.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by the adviser. A student may remain on provisional status two years from the date of their acceptance letter.

#### *Post-Baccalaureate Study*

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application and fee
- (2) have official transcripts of all undergraduate and graduate studies submitted to the graduate office by respective college registrars.

If a post-baccalaureate student decides to apply as a degree candidate, the student must meet all requirements for admission. Students may count toward their degree only six semester hours of graduate work taken as a post-baccalaureate student.

*Notification of Admission*

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. A student is subject to requirements and policies in the catalogue effective at the time of the formal admission.

**Program of Study**

The MHA program includes 42 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years. The MHA program requires an internship in health care management. This requirement can be waived for students who have acceptable health care experience. Contact your advisor during your first semester to determine whether you will be required to take MHA 680. Students who are exempt from MHA 680 will take MHA 690 or MHA 695.

<i>Required Prerequisites</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3

Corporation Finance (BUS 490 or equivalent)	3
<b>Total Hours</b>	<b>27</b>

**Required Prerequisites**

**ECO 210 Macroeconomic Principles**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

*3 hours*

**ECO 211 Microeconomic Principles**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

*3 hours*

**ACC 230 Principles of Accounting I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

**ACC 231 Principles of Accounting II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230

*3 hours*

**MAT 245 Statistics I**

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

*3 hours*

**MAT 110 Functions and Graphs**

This course, a study of the algebra and geometry of functions, is a basic college level

mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used.

*3 hours*

### **BUS 346 Principles of Management**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness.

*3 hours*

### **BUS 366 Principles of Marketing**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

*3 hours*

### **BUS 490 Corporation Finance**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 110, and MAT 245

*3 hours*

Students may complete prerequisites while they are classified under provisional admission. All prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MHA Program.

### **Graduate Courses**

A candidate for the Master of Health Administration degree must successfully

complete the following 42 semester hours of graduate work:

<i>Required Graduate Courses</i>	<i>Semester Hours</i>
ECO 611 Managerial Economics	3
BUS 640 Management Information Systems	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 699 Management Seminar	3
MHA 520 Policy Issues in Health Care	3
MHA 530 Health and Social Systems	3
MHA 624 Biomedical Ethics	3
MHA 630 Accounting for Health Care Organizations	3
MHA 635 Financial Management of Health Care Organizations	3
MHA 646 Strategic Health Care Management	3
MHA 654 Legal and Regulatory Issues in Health Care	3
MHA 660 Marketing Strategy for Health Care Professionals	3
MHA 680 Internship	3

### *Electives*

MHA 690 Independent Study	
<i>or</i>	
MHA 695 Selected Topics in Health Care	

**Total Hours** **42**

## COURSE DESCRIPTIONS

### *Master of Health Administration*

### **ECO 611 Managerial Economics**

An analysis of the application of micro-economic theory to the decision-making

process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Prerequisite: ECO 210, ECO 211.

*Fall*

*3 hours*

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*Summer*

*3 hours*

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646.

*Spring*

*3 hours*

### **BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: MAT 110 and 245.

*Fall*

*3 hours*

### **BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action

plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: For MBA students, completion of 24 hours of graduate courses including BUS 646. For MHA students, completion of 30 hours of graduate courses including MHA 646.

*Summer*

*3 hours*

### **MHA 520 Policy Issues in Health Care**

A study of political and institutional processes pertinent to the formulation and implementation of health care policy in the American system of federalism and pluralism. Factors related to decision making strategies of health care administrators will be the focus of the study. International comparisons will be used to frame issues and policy options. Case studies and other analytical tools will be used to encourage the application of theory to practice. Prerequisite: Graduate status or permission of the instructor.

*3 hours*

### **MHA 530 Health and Social Systems**

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Prerequisite: Graduate status or permission of the instructor.

*3 hours*

### **MHA 624 Biomedical Ethics**

An analysis of ethical issues in health care administration introducing sources of values and modes of ethical decision making. The roles of individuals, groups and institu-

tions are studied in the context of ethical dilemmas.

*3 hours*

### **MHA 630 Accounting for Health Care Organizations**

A study of the accounting issues faced by health care managers. The course includes an overview of generally accepted accounting principles for health care organizations. Emphasis is on selected management control techniques pertaining to cost determination, pricing of services, allocation of costs, budgeting, and evaluation of operations in health care organizations. Prerequisites: ACC 230, ACC 231, MAT 110, and MAT 245

*Fall*

*3 hours*

### **MHA 635 Financial Management of Health Care Organizations**

The objective of this course is to provide the basic methods and techniques in management of health care organizations. Selected financial and management control techniques include financial statement analysis, working capital budgeting, long-term capital budgeting, cost determination and pricing. Special topics include reorganization and mergers, taxation considerations, risk and liability management, and Medicare and the changing regulatory environment.

Prerequisites: ACC 230, ACC 231, ECO 210, ECO 211, BUS 490, MAT 110, and MAT 245

*Spring*

*3 hours*

### **MHA 646 Strategic Health Care Management**

An integration of analysis, planning, organization, implementation, and control in health care settings. Integration is supported by individual and team case analysis.

Prerequisite: BUS 346

*Fall*

*3 hours*

### **MHA 654 Legal and Regulatory Issues in Health Care**

Introduction to health care law. Includes roles/rights of patients, providers, governing

boards, practitioners and government. Based on elements of tort, contract, agency, corporate and administrative law as well as common law.

*Spring*

### **MHA 660 Marketing Strategy for Health Care Professionals**

A study of the marketing issues faced by health care professionals. The course includes an overview of generally accepted marketing management tools and techniques relevant to the wide array of health care providers including health systems, HMO's and physician-hospital organizations. Emphasis will be given to topics covering market research, strategy, design, and the strategic marketing process. Prerequisite: BUS 366

*Spring*

*3 hours*

### **MHA 680 Internship**

Internship in health care management area. Required of students without health care experience.

*Fall, Spring or Summer*

*3 hours*

### **MHA 690 Independent Study**

A problem selected by the student, approved by the head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MHA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

*Fall, Spring or Summer*

*3 hours*

### **MHA 695 Special Topics in Health Care Administration**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

*Summer*

*3 hours*

# MASTER OF EDUCATION

THE GOAL OF THE MASTER OF EDUCATION degree program is to provide curricula for the continuing professional development of the school educator who has a baccalaureate degree and who is eligible for a North Carolina Class A teaching license. All students will take a common core of courses and select a concentration in a licensure area. Licensure options include Reading, English as a Second Language (ESL), or Elementary Education. Elementary Education licensure students must have a K-6 license.

The program is structured to encourage extensive reading, independent thinking, creativity, and appropriate research. As professional educators, it is expected that students will take an active interest in the overall development of students K-12. Courses are scheduled for fall, spring, and summer so that the full-time teacher can continue both professional service and professional career development during graduate study.

The CORE PROGRAM is designed to enable a teacher to develop as a reflective practitioner who will be able to demonstrate the following skills:

- (1) critically evaluate the purposes of education and develop their own philosophy of education;
- (2) explore and evaluate understandings of the nature of the learner and the learning process;
- (3) design curriculum that reflects the student's philosophy of education, understanding of the learner, learning processes, and the culture of schooling;
- (4) meet the learning needs of linguistically, socio-economically and culturally diverse school populations;
- (5) explore the philosophical, cultural, and educational implications of current educational technologies and their potential value in contemporary classrooms;
- (6) be a teacher researcher; and
- (7) work creatively and effectively with the content areas of the school curriculum.

The AREA OF CONCENTRATION enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in a G-level license in the area of concentration.

## Application Procedures

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the graduate school in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.
2. A copy of the applicant's North Carolina Class A teaching license.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). A minimum score of 35, or 1000 for the GRE, is required for admission.
4. Letters from two professional educators recommending that the applicant be admitted to graduate study. It is the responsibility of the applicant to ask the references to write directly to the graduate office.

Prospective applicants who wish to dis-



cuss the application process or the graduate study program may make an appointment for an interview by calling or writing:

*Department of Education  
Ledford Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 760-8315*

## Testing

The applicant is required to take the Miller Analogies Test or Graduate Record Exam prior to admission. For additional information on the MAT, contact the Psychology Department at North Carolina State University. For registration information, call the MAT clerk at (919) 515-2251 between 8:00 a.m. and 5:00 p.m. Monday through Friday.

## Tuition Grant

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education program. Students must be under contract in a secondary, middle or elementary, public or private North Carolina school. In order to verify this status, the principal of the school must complete a form and return it to the accounting office.

## License Renewal

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school license may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school license. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for post-baccalaureate study and submit transcripts of all undergraduate work. These tran-

scripts must be sent directly from the applicant's college or university to the graduate school office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to six semester hours of the credit earned as a post-baccalaureate student to meet the requirements for the Master of Education degree.

## Comprehensive Examinations

Upon the completion of all courses and research, students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as research must pass an oral examination on all coursework including the independent studies. The student who elects Education 650 as research will defend the thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. A student who has completed all coursework and wishes to take only the comprehensive exams during a semester must enroll in EDU 800 Comprehensive Exams.

## Course Listings

<i>Required Core Courses</i>	<i>Semester Hours</i>
EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 671 Reading Across the Curriculum	3
<i>Required Individual Study:</i>	<i>Semester Hours</i>
<i>(select either 640 or 650)</i>	
EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	6

*Elementary License*

*Pre-requisite:* North Carolina A K-6 license or eligibility

Students must take at least one course from each of the following areas:

Reading	3
ESL	3
Mathematics	3

Six additional hours must be chosen and approved by the department director of the graduate program. Courses chosen must enhance your professional development.

*Reading License*

<i>Pre-requisite</i>	<i>Semester Hours</i>
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EDU 255 Literature in the Elementary School or equivalents	3
EDU 344 Communication Skills in the Elementary School	3
EDU 670 Reading: Past, Present, Future	3
EDU 672 Assessment of Reading Competencies	3
EDU 673 Reading Intervention Strategies	3
EDU 674 Clinical Application of the Reading Process	3
Elective Course Outside Education Department	3

*English-as-a-Second Language*

*Pre-requisite:*

- Experience learning a second language.

Native speakers of English must have one year of university foreign language instruction or equivalent; for non-native speakers, proficiency in English will meet this requirement.

Non-native speakers of English must score 600 or higher on the Test of English as a Foreign Language (TOEFL), and a score of 55 or higher on the Test of Spoken English (TSE) or its institutional equivalent (the

SPEAK test). These scores should not be more than one year old.

- Competency in English grammar as determined through an existing exam developed and administered by faculty of the English Department.

EDU 541 Methods of Teaching ESL	3
EDU 545 Culture and the Language Teacher	3
EDU 643 Second Language Acquisition	3
EDU 647 Teaching ESL in the Public Schools	3
EDU 649 Seminar in Advanced Methods of Teaching ESL	3

*Required Course Outside Education*

ENG 605 Study of Linguistics	3
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COURSE DESCRIPTIONS

*Master of Education*

**EDU 541 Methods of Teaching ESL**

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting.

*3 hours*

**EDU 545 Culture and the Language Teacher**

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning.

*3 hours*

**EDU 600 Curriculum Development**

A study of the principles, techniques, trends and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development.

*Fall: odd-numbered years 3 hours*

**ENG 605 Study of Linguistics**

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

*3 hours*

**EDU 610 Advanced Educational Psychology**

An extension of undergraduate educational psychology and developmental psychology designed to explore current theory and research on child development and learning theory and its implication for classroom practice. Emphasis will be placed on cognition, cultural contexts of learning, individual differences and the assessment.

Prerequisites: Educational Psychology and Developmental Psychology.

*3 hours*

**EDU 620 Philosophy of Education**

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today and students articulation of their own educational

philosophy and its implications for classroom practice.

*Fall, even-numbered years 3 hours*

**EDU 630 Educational Research**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

*Spring, even-numbered years 3 hours*

**EDU 640 Independent Study**

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*3 hours*

**EDU 643 Second Language Acquisition**

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications to second language teaching.

*3 hours*

**EDU 647 Teaching ESL in the Public Schools**

A course focusing on the particular needs of K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction and the adaptation of curricular materials.

*3 hours*

**EDU 649 Seminar in Advanced Methods of Teaching ESL**

A culminating course consisting of a 30-

hour K-12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology.

*3 hours*

### **EDU 650 Thesis**

The student will research, write and defend orally the results of an in-depth examination of a department approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*6 hours*

### **EDU 670 Reading: Past, Present, and Future**

An in-depth study of the research and theoretical models upon which understanding of the developmental process of reading is based. Emphasis is given to critical evaluation of the issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate an action research project and to be able to articulate their findings to interested parties.

*3 hours*

### **EDU 671 Reading Across the Curriculum**

An in-depth study of the reading and learning processes as they relate to different content areas of the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to meet the needs of students working in the content area.

*3 hours*

### **EDU 672 Assessment of Reading Competencies**

Students are introduced to the developmental continuum of reading and writing behaviors as identified by the North Carolina Standard Course of Study. An in-depth study of both formal and informal procedures that

may be used to identify children's progression along the continuum is undertaken. Teaching behaviors to be introduced as a response to information gained are identified and evaluated. Emphasis is given to case study work with individual children.

*3 hours*

### **EDU 673 Reading Intervention Strategies**

Focus in this course is upon using information gained from assessment procedures to plan instruction at a group level. A review of assessment protocols is required along with examination of how they can be utilized within a classroom. Implementation of targeted instructional programs based on ongoing collection and evaluation of information is required.

*3 hours*

### **EDU 674 Clinical Applications of the Reading Process**

An in-depth tutoring experience with children who are experiencing severe difficulties with the reading acquisition process. Students are required to develop a profile of the child's abilities using information gained from assessment procedures administered. Students are then required to develop and implement a program of instructional intervention for themselves.

*3 hours*

### **MTE 510 Topics in Mathematics for the Elementary School Teacher**

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability and statistics. The heuristics of problem solving are applied within each of the topics studied. Activities involving problem solving are included to demonstrate the processes used.

*3 hours*

### **MTE 511 Topics in Geometry for the Elementary School Teacher**

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruencies, similarities and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions.

*3 hours*

### **MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher**

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem-solving skills of the student and to provide an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisite: strong background in high school algebra.

*3 hours*

### **MTE 610 Directed Study in Mathematics for Elementary School Teachers**

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

### **MAT 611 Directed Study in Computer Science for Elementary School Teachers**

Individualized study in computer science. Course requirements include both classroom experiences and an independent study com-

ponent. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

### **PSY 512 Special Topics in Education: The Exceptional Individual**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded and emotionally disturbed; persons with speech, hearing, visual and crippling health disabilities; and those with major specific learning disabilities.

*3 hours*



# MASTER OF MUSIC — PERFORMANCE AND PEDAGOGY

THE MASTER OF MUSIC IN PERFORMANCE and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- (1) Perform advanced literature well, in a variety of situations;
- (2) Continue growth in all music-related areas through research skills;
- (3) Develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;
- (4) Develop and use an advanced knowledge of music literature, history, theory and pedagogy;

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session. Classes for the program are held in the Wainwright Music Building. Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee may be charged by the accompanist. As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

## Admission

Admission to the program is limited to those who hold a baccalaureate degree in music.

## Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the references to write directly to the graduate office.
3. An official report of scores on the music section of the Graduate Records Examination (see next page).
4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.
2. An audition and an interview; both are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see Prerequisites below).

**Audition**

The student performs about 20 minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalog.

The students will sight-read some representative scores of easy to moderate difficulty. They will have an opportunity to discuss their background and experience with members of the faculty.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

*Department of Music  
Wainwright Music Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 760-8536*

**Graduate Record Examinations (GRE)**

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Record Examination (GRE). The Music test is given four times a year. Information on test dates and centers is available from the Career Center at Meredith College or directly from:

*Graduate Record Examination  
Educational Testing Service  
CN 6000  
Princeton, New Jersey 08541-6000*

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form.

**Prerequisites**

Entering graduate students must take department diagnostic tests in theory and in history of music before formal admission into the program or before the completion of

two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to advancement until the student achieves satisfactory performance of music at undergraduate senior level for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

**Program of Study**

A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>
MUA 500, 600 Principal Applied Study at Graduate level	10
MUS 620 Readings in Pedagogy	2
MUS 621 Practicum in Pedagogy	2
MUS 622 Selected Topics in Pedagogy	2
MUS 594 Seminars in Music Literature (two)	4
MUS 514 Literature of the Principal Applied	2
MUS 595 Seminars in Theory (two)	4
MUS 610 Basic Research in Music	3
MUS 696 Graduate Paper	1



MUS 612 Lecture-Recital	1
MUS 690 Graduate Recital	1
<b>Total Hours</b>	<b>32</b>

Foreign language proficiency for voice majors: students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German and Italian.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

## COURSE DESCRIPTIONS

### *Master of Music — Performance and Pedagogy*

#### APPLIED MUSIC

##### **MUA 500, 600\* Principal Applied Study**

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. The student practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level).

*2–3 hours*

*\* There are additional charges for applied music lessons and for professional accompanists for singers and instrumentalists.*

#### PEDAGOGY

##### **MUS 620 Readings in Pedagogy**

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

*2 hours*

##### **MUS 621 Practicum in Pedagogy**

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

*2 hours*

##### **MUS 622 Selected Topics in Pedagogy**

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

*2 hours*

#### MUSIC LITERATURE

##### **MUS 594 Seminar in Music Literature**

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

*2 hours*

##### **MUS 514 Literature of the Principal Applied**

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate,

to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

*2 hours*

## THEORY

### MUS 595 Seminar in Theory

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate.

*2 hours*

## RESEARCH

### MUS 610 Basic Research in Music

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written. This course is offered only in summer session.

*3 hours*

### MUS 696 Graduate Paper

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by the assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office.

*2 hours*

## RECITALS

### MUS 612 Lecture-Recital\*

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and the assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

*1 hour*

### MUS 690 Graduate Recital\*

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. Pass-fail grading.

*1 hour*

## ENSEMBLES

### MUS 534 Choral Ensemble

### MUS 536 Accompanying

### MUS 537 Instrumental Ensemble

### MUS 538 Orchestra

### MUS 800

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

\* There are additional charges for recitals

# DIETETIC INTERNSHIP

## Internship Philosophy

Congruent with the mission and goals of the John E. Weems Graduate School and Meredith College, the Dietetic Internship will build on the academic preparation of Dietetic Programs in Dietetics which provide the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students will have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease process and restoration of health through effective communication skills and in the context of human relationships. The program strives to create a supportive, diverse and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate course work. Students will develop the knowledge, skills, and values that will enable them to become life long learners, prepare them to assume leadership roles and strive for professional competence, productivity, and service to society.

## Internship Goals

Upon completion of the The John E. Weems Graduate School Dietetic Internship Program, students will be able to:

- (1) meet or exceed competency expectations for entry-level dietitians.
- (2) pursue careers in the various areas of dietetic practice.
- (3) successfully complete the registration examination for dietitians.

- (4) provide leadership and service professionally and to the community.
- (5) pursue a course of life-long learning through continuing education opportunities.

## Application Procedures

The applicant must request an application package from the John E. Weems Graduate School. The following materials must be submitted for application to the Dietetic Internship director:

1. The completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or Verification Statement signed by the applicant and the program director of the Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA approved Didactic Program in dietetics must be submitted before the applicant can enter the internship.
2. An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
3. A completed application package including educational background, work experience or internships, activities and honors.
4. Three letters of recommendation from people with knowledge of the applicant's professional potential and character: one from the DPD program director, one from a professor and one preferably from a supervisor.
5. Letter of application stating professional and educational goals and the reasons for choice of this dietetic internship.
6. Test of English as a Foreign Language scores (for international students only)
7. A non-refundable application fee payable to the John E. Weems Graduate School.

The post-mark deadline for the application package and the D&D mark/sense card is February 15 (Date may vary slightly from year to year. Check current ADA publications or DPD director for exact deadline date each year.) All applicants to Dietetic Internships (DI) and most Pre-professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from D&D Digital Systems. This request should be made to allow turn around time for submitting the completed mark/sense card by the February 15 postmark deadline. There is no charge for this material. However, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:  
*D&D Digital Systems*  
 137 Lynn Avenue  
 Ames, IA 50014  
 (515) 292-0492

### Admission Criteria

Applicants for admission must submit all material listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 2.5/4.0 overall, or for the last 60 hours of coursework verified by transcripts from all institutions, and approval by the dietetic internship program selection committee.

### Notification of Admission

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by overnight mail. The applicant should call or fax the dietetic internship director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated appointment date, usually April 21st (check current ADA literature for exact date each year). A letter confirming acceptance to the

appointment must be postmarked, or fax sent, within 24 hours after the phone call.

### Certification

The student who successfully completes the dietetic internship program will receive a program Verification Statement signed by the program director. This makes the student eligible to take the Registration Examination to become a Registered Dietitian.

### Program of Study

Students must take two three-hour graduate level courses: Advanced Clinical Nutrition Seminar and Pediatric Nutrition. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition, and a three-week enrichment rotation of their choice. Students also will attend the ADA Public Policy Workshop (formerly known as the Legislative Symposium) in Washington, D.C., and other local field trips.

## COURSE DESCRIPTIONS

### FN 601 Advanced Clinical Nutrition Seminar

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the role of nutrition in the prevention, treatment and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed.

### FN 602 Pediatric Nutrition

Study of nutritional requirements and evaluation of nutritional status of infants and children. Chronic diseases, behavioral and psychological disorders, hereditary metabolic disorders, neurological and developmental disorders and feeding problems, and the role

of nutrition in the treatment of those special conditions in the pediatric population will be discussed.

**Accreditation Status**

The Dietetic Internship at Meredith has been granted Accreditation by the Commission on Accreditation/Approval for Dietetics Education (CAADE) of the American Dietetics Association (ADA). This specialized accrediting body is recognized by the Council on Higher Education Accreditation (HEA) and the US Department of Education.

# GRADUATE SCHOOL DIRECTORY

## Administration

Maureen A. Hartford, Ed.D. (1999)  
*President*

Charles E. Taylor, Jr. (1983)  
*Executive Vice President*

Mary S. Johnson, Ed.D. (1980)  
*Dean of Graduate School*

Susan B. Wessels, M.B.A., C.P.A. (1978)  
*Acting Head, Department of Business and Economics*

Stephen J. Schanz, L.L.M. (1998)  
*Director of the MHA Program*

Karen Greene, M.Ed. (1998)  
*Coordinator of the MBA and MHA Program*

Heather D. Pollard, B.A. (1998)  
*Graduate Program Recruiter*

W. David Lynch, D.M.A. (1969)  
*Head, Department of Music*

James C.B. Fogle, Ph.D. (1977)  
*Coordinator of Music Program*

Jerod Kratzer, Ed.D. (1986)  
*Head, Department of Education*

Deborah Tippet, Ph.D. (1987)  
*Head, Department of Human Environmental Sciences*

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Ellen Graden, Ph.D. (1996)  
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*Administration Assistant, Graduate School*

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MEREDITH

THE JOHN E. WEEMS GRADUATE SCHOOL

Park Center

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

919-760-8423

[www.meredith.edu](http://www.meredith.edu)

*The John E. Weems Graduate School admits qualified students without regard to race, creed, national or ethnic origin, gender, age or disability.*

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# THE JOHN E. WEEMS GRADUATE SCHOOL

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## GRADUATE SCHOOL CATALOGUE

JANUARY 1999 – DECEMBER 1999



# MEREDITH

COLLEGE



*The John E. Weems Graduate School  
at Meredith College*

# GRADUATE SCHOOL CATALOGUE

VOLUME 7

*January 1999 - December 1999*

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Graduate School Catalogues should be sent to:

*The John E. Weems Graduate School*

*Meredith College*

*3800 Hillsborough Street*

*Raleigh, North Carolina 27607-5298*

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# PRESIDENT'S MESSAGE

*Dr. John E. Weems*

**I**F THIS CATALOGUE IS YOUR introduction to Meredith, its message — and mine — is to welcome you to this remarkable

institution. The College is remarkable in many ways, one of which is its mission, as based on the vision of its founders and the aspirations of its first faculty and administration. "It is the aim of the university," declared the administration of 1899, "to furnish the young women of the South educational advantages equal in excellence and personal value to those enjoyed by the opposite sex at as moderate cost as possible."

Unlike other institutions of its day which were dedicated to the education of women, Meredith was not preparing diletantes to entertain friends on a Sunday afternoon in the front parlor. Rather, it was preparing its young women to make a substantial contribution to society and to

assume leadership positions along side their male counterparts.

The John E. Weems Graduate School fulfills the mission of the College by

encouraging academic inquiry, providing opportunities and facilities for advanced study and research and developing professional specializations.

The aspirations of today's faculty and administration indicate a strong commitment to the ideals of their predecessors. We

are, as we have been, unabashedly ambitious to be great. We have proven that we can and will provide the latest methods, newest techniques and highest technologies to accomplish our mission. Our commitment to quality is strongly reaffirmed and supported by every means we have at our disposal.

We look forward to the graduate school's future with excitement, imagination and energy.





# MESSAGE

*from the Dean of  
the John E. Weems Graduate School*

*Dr. Mary S. Johnson*

**W**ELCOME TO MEREDITH College and to the John E. Weems Graduate

School. We are a college for women and are committed to providing opportunities for women to advance their personal and professional goals through graduate study.

Located in North Carolina's capital city, Meredith offers a prime location for pursuing a graduate degree. Opportunities abound for interactions with state-level government officials, a thriving business community as well as participation in a wide variety of cultural programs.



Meredith's faculty are of the highest caliber and bring to the classroom real-world experiences. They are accessible and accommodating, academically

demanding and rigorous.

Our professors are active in the community and engage in research, but are dedicated first and foremost to teaching.

Graduate curricula are presented in a variety of ways, including case method, lecture, practical applica-

tion, theory, and teamwork. At Meredith, classes are small and you are known by name, not number. Thank you for choosing Meredith College and best wishes for a rewarding graduate student experience.



# GENERAL INFORMATION

## Historic Statement of Purpose

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide operation and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

## Mission Statement

*In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion. Meredith endeavors to create a supportive and diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in the students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to enter graduate and professional studies, and to lead responsible lives of work, citizenship, leisure, learning and service.*

## Purpose

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education, and to support research and scholarly activities. Specific goals include:

- (1) To emphasize integrity in scholarship and personal relationships;
- (2) To emphasize values, ethics and excellence in graduate education and scholarly work;
- (3) To promote cultural diversity and intellectual collegiality;
- (4) To attract, develop and retain a faculty who strives for excellence in teaching, scholarship and artistic performance.

At Meredith College, graduate study is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities. Meredith's graduate programs represent an extension of its mission as an undergraduate college for women. Programs provide curricula and instruction for the continuing professional development of women in the fields of business, education, music and nutrition.

## Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of College and Schools,

(1866 Southern Lane, Decatur, GA 30033-4097; Telephone number (404) 679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music. It is also accredited by the National Association of Schools of Music and the National Council for Accreditation of Teacher Education. The College is a member of the American Assembly of Collegiate Schools of Business (AACSB), the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

## History

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the committee for a women's college and was member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school [to] be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, Meredith College offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of the leader whose persistence helped make it a reality. The campus, first located near the Capitol of North Carolina, was moved to its present west-Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was Baptist Female University to

a 225-acre campus.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School of Meredith in honor of the seventh Meredith president, who was instrumental in the establishment of graduate programs.

## Student Services

### *Student Life*

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convocations and special events are open to all graduate students.

Cate Center, a modern facility which serves as the student center, provides a study and lounge area. This area offers graduate students the convenience of a telephone, personal computers, an ATM machine, a wide-screen television, and various bulletin boards for announcements and information. Also in the Cate Center is the Meredith supply Store and the BeeHive Cafe, where students can purchase fast foods as well as healthful meals and snacks.

The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day Monday–Thursday: breakfast 7:30–8:30 a.m.; lunch 11:00–2:00 p.m.; dinner 4:30–6:30 p.m.; Saturday and Sunday: continental breakfast 8:30–9:30 a.m.; brunch 11:30 a.m.–1:15 p.m.; dinner 4:30–6:00 p.m.

Carroll Health Center serves as a resource center for information on health and offers the services of a registered nurse 24 hours a day in the case of emergencies.

Recreational facilities include an indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

### *Student Identification*

Students are required to have I.D. cards to check out books from the library, make copies, access computer labs and use Meredith facilities.

### *Library*

The Carlyle Campbell Library provides information resources in a variety of formats, including digital, full-text image, print, videotape, laserdisc, and microforms. ALIS, the automated Library Information System, may be accessed using telnet or modem.

### *Career Center*

The Meredith College Career Center offers a variety of services for graduate students. Located in Cate Center, the purpose of the Career Center is to facilitate the career development of the Meredith community through relevant programs, counseling, resources and educational activities. The office assists students in career exploration, employment assistance, cooperative education and resource information.

### *Due Process*

Students who are experiencing problems with a grade or other aspects of a course should first discuss the matter with the professor. It is the professor's responsibility to fully explain all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the department head. Should further action be required, the matter should be discussed with the dean of the graduate school.

### *Faculty/Administration*

The faculty at Meredith provides the momentum through which the College functions. Faculty members study, encourage learning, advise students, engage in research,

publish and exhibit their work, perform, serve on committees and help establish the academic policies of the College.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational and cultural resources directly accessible to Raleigh.

### *Administration 1998-99*

Charles E. Taylor, Jr.  
*Executive Vice President*

Mary S. Johnson, Ed.D.  
*Dean of Graduate School*

Allen F. Page, Ph.D.  
*Dean, Undergraduate Instruction*

Susan Wessels, M.B.A., C.P.A.  
*Head, Department of Business and Economics*

Karen Greene, M.Ed.  
*Coordinator of the MBA/MHA Program*

Heather Pollard, B.A.  
*Graduate Program Recruiter*

Carrol Snodgrass,  
*Administrative Assistant*

William H. Landis, Ph.D.  
*Coordinator of Dietetic Internship Program*

W. David Lynch, D.M.A.  
*Head, Department of Music*

James C.B. Fogle, Ph.D.  
*Coordinator, Master of Music*

Jerod Kratzer, Ed.D.  
*Head, Department of Education*

Cheryl Martine, Ph.D.  
*Coordinator, Master of Education*

### **Degrees Offered**

Meredith offers the graduate degrees of Master of Business Administration (MBA), Master of Health Administration (MHA), Master of Education in Elementary Education (Licensure in ESL, reading and elementary education), and Master of Music

in performance and pedagogy. The curriculum is designed to introduce students to the latest in technology, to explore new concepts and media and to develop new techniques in research and performance. Students have the opportunity to tailor certain parts of their program to meet individual needs.

### **Non-Discriminatory Policy**

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, age or disability.

### **Honor System**

Founded on the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity.

#### *Honor Code Policy*

#### **STATEMENT OF HONOR**

The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom she works. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, a graduate student must be honorable in her work and actions. In particular, she must refrain from cheating, stealing, lying or plagiarizing.

#### **VIOLATIONS**

Any dishonorable action will be regarded as a violation of this commitment. A student who violates the honor system has an obligation to report herself to the proper authorities. If she is aware of a violation by another

student, she should call that student's attention to the violation and ask that she turn herself in. If the student refuses, the observer must decide on the basis of her conscience whether or not to report the student who she believes has violated the honor code.

### **PROCEDURES**

1. A student should report herself or be reported to an instructor or the coordinator of her graduate program. In addition, an instructor who observes a student in violation of the honor code should confront the student.

2. Upon receiving such a report or making such an observation, the instructor should notify the dean of the John E. Weems Graduate School.

3. The dean will convene a Graduate Honor Council composed of a member of the Graduate Student Advisory Committee, a faculty member and a member of the Graduate Studies Committee. The dean will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the dean.

4. The dean will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.

5. If she wishes, the student may appeal the ruling to the dean within 48 hours of notification of the decision.

6. Should the student wish to appeal further, she may do so within 48 hours to the vice president and dean of the College. Final appeal may be made within 48 hours to the president of the College whose ruling is final.

*NOTE: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy any academic penalty she/he shall deem appropriate.*



# ADMISSIONS

## Admission Procedure

Graduate programs operate on a continuous admissions procedure; however, for admission to a program, an applicant's file must be complete by Aug. 1 for fall admission, Dec. 1 for spring admission, and May 1 for summer admission.

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate-level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs.

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School. A \$50 non-refundable application fee must accompany all graduate applications. Six semester credit hours are considered full-time in each of the graduate programs.

Applications may be obtained by writing or calling:

*The John E. Weems Graduate School  
Meredith College  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 760-8423  
Fax: (919) 760-2898*

## Regular Admission

An applicant fully qualified by departmental admissions criteria is granted regular admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years.

## Provisional Admission (MBA, MHA, and Music Programs)

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission. Refer to specific program requirements for details.

Provisional status is limited to two calendar years. If a student fails to qualify for regular admission within two years, she will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the dean of the graduate school.

## Post-Baccalaureate Study

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a degree program. No more than six hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate study must submit a post-baccalaureate application form and fee and have official transcripts from all colleges and universities she has attended sent directly from the college or university to the John E. Weems Graduate School.

A student who applies for admission and is accepted for a particular semester must notify the dean of the graduate school or her adviser one week before the beginning of the semester if she wishes to delay admission to a later semester.

## International Students

Except in cases where English is her native language, the international applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old,

unless the student has been enrolled full-time in an accredited American college or university during the interim.

Meredith College does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

An international student must also present copies of the following forms to the Graduate Office:

1. Passport
2. Visa\*
3. Arrival/Departure Record (if applicable)
4. I-20 ID if applicable
5. Alien Registration Number (Permanent Resident only)
6. Financial statement showing resources for a two-year period
7. Furnish proof of Health Insurance

*\* If an applicant holds an F-1 Visa, she must list the school or college she has permission to attend and submit a copy of her current I-20 form. The College will assist her in the preparation of a new I-20 form, if applicable.*

*Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained.*

Meredith College requires official college transcripts. Personal copies of transcripts are not accepted. The student must request the registrar of each institution at which she has enrolled, to send an official transcript to the attention of the graduate school office. An international student who is academically admissible will be required to give proof of financial responsibility for her education.

### Visiting Students

Each visiting student must submit a post-baccalaureate application and fee and a letter from the school to which she plans to transfer the credit stating that she has permission

to take specific courses at Meredith. In addition, the visiting student must request that the registrar at Meredith send a copy of her transcript to her school when she completes her courses.

### Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The dean of the graduate school will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses may also be taken through CRC with the approval of the student's adviser.

### Costs

Charges for graduate courses are published each semester in the registration information. Additional charges are added for certain applied music lessons in the Master of Music program.

### Parking

A student parking on campus is required to have a parking decal which can be purchased for the academic year (August to August) from the campus security office. Spaces on the north and south sides of Harris

Hall are available for graduate students, and other spaces are available near Wainwright Music building adjacent to the Meredith lake. Parking is permitted in any space marked "commuter."

### **Financial Aid**

Graduate students are eligible to borrow money from the Federal Stafford loan program to assist with their educational expenses. Currently, students who exhibit financial need through the federal methodology can borrow up to \$8,500 per academic year through the subsidized Federal Stafford loan program. Subsidized loans have the interest deferred until six months after the student ceases to be enrolled at least half-time. Students who are not eligible for the subsidized loan can borrow from the unsubsidized Federal Stafford loan program. Through the unsubsidized loan program students can borrow up to \$10,000 per academic year, but are responsible for paying interest as it becomes due, or they can defer the interest until after graduation. The interest rate is not to exceed 8.25%. In order to be considered for either program, students must complete a Free Application for Federal Student Aid (FAFSA). Application for financial assistance and for the loan programs are available at the Office of Financial Assistance in Johnson Hall.

Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program. Students must be under contract in a secondary, middle or elementary, public or private North Carolina school. In order to verify this status, the principal of the school must complete a form and return it to the accounting office. On occasion the A.J. Fletcher foundation offers fellowships to graduate students in music. Information about these fellowships may be obtained from the coordinator of music graduate studies or the music office.

### **Scholarships and Tuition Grant**

Two scholarship funds provide financial assistance to students in the Master of Business Administration Program. Information about these scholarships is mailed to eligible students.

- (1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related higher education and to perpetuate his interest in Meredith College students.
- (2) The Wyford Scholarships are made possible by a bequest from Ms. Louise Ledford

# ACADEMIC POLICIES

## **Inclement Weather**

The professor will inform each class in writing of his/her inclement weather policy.

## **Grading**

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (given below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. When an individual student raises a question about her grade, she should be dealt with openly and fairly. A student should have the opportunity to examine assignments she submits and to understand the mark assigned to it. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, she may consult with the head of the department and then with the dean of the graduate school.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
W	Withdrawal
I	Incomplete
Z	Interim grade
Au	Audit

The "I" grade is given when a student and a professor have agreed that, for good reason, the student cannot complete the course on time. The professor sets forth the requirements for completing the course during the next semester. These requirements should be

clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate office. All work must be completed no later than the final class day of the following semester or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate office.

An "N" grade will be assigned at the discretion of the graduate office when a grade roster has not been turned in by a professor. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

## **Grade Changes and Corrections**

A professor may make grade changes in consultation with the dean of the graduate school. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over. (Does not apply to an "I" grade.)

## **Transfer Credit**

Requests for transfer of graduate credit from another institution will be evaluated by the department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better.

## Auditing a Course

A student who wishes to change grading for a course from letter grade credit to audit must submit a completed drop/add form signed by her professor and adviser to the graduate school office within the first 12 hours of instruction in the course. A 50-minute class is considered one hour of instruction.

## Adding/Dropping a Course

A student may add a course or change sections only during the first three hours of course instruction, only if space is available in the class and with the consent of the professor. A 50-minute class is considered one hour of instruction. Drop/add forms must be signed by the student, her professor and her adviser and be submitted to the graduate school office.

A student may drop a course and receive a grade of "W" through the first 12 hours of instruction. After the withdrawal period a W grade will be given only upon medical or emergency withdrawal. Drop/add forms must be signed by the student, her professor and her adviser and be submitted to the graduate school office.

## Withdrawal from Program

A student who wishes to withdraw permanently from a program must submit an official withdrawal form signed by her adviser to the graduate school office.

When a student exceeds the six-hour limit of "C" grades, she is dropped from the program. She may file a written appeal of her dismissal with the dean of the graduate school. If she is readmitted, she must repeat all courses with grades of "C" or below in excess of the six-hour limit, and she must meet other requirements specified by the dean of the graduate school.

## Retention

If a graduate student receives an "F" grade, her status is automatically reviewed by the department. She will be notified within 10 working days if she will be allowed to continue the program and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the dean of the graduate school.

## Refunds

If the graduate student withdraws from courses before the end of a semester, she is responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to 12 class hours	40%
After 12 class hours	100%

This schedule is based on a three-semester-credit-hour course, and a 50-minute class is considered one hour of instruction. If a student has not paid the full tuition for the semester she will be billed according to the requirements above.

## Interrupted Study

A student who wishes to interrupt her graduate study for at least one semester should notify her adviser of her intent by signing a leave of absence form. She may later return to the program with the same status she held at the time of her departure and under the same catalogue. This policy does not change the six-year time limit (starting when she entered the program) required for completion of the graduate degree.

## Special Studies

Special Study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum. This category includes individual study, special topics, off-campus study (foreign and otherwise) and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the head of the department, the adviser, and the dean of the graduate school.

## Academic Advising

After an initial meeting with the program coordinator, each graduate student will be assigned an academic adviser who will assist her in planning her program of study from beginning to completion.

## Filing for Graduation

A student must file for graduation in the graduate office and pay a \$50 graduation fee. Those who plan to graduate in May or August must contact the graduate office by December 1; graduates in December must contact the graduate office by May 1. Diploma forms may be faxed or mailed to the graduate office.

## Commencement

Commencement is held in May and December of each year. August graduates are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

## Degree Requirements

The following information applies to all students who receive the master's degree from Meredith College:

- (2) A student is expected to complete requirements for her degree within six calendar years. Under unusual circumstances, she may request an extension. The request must be made to the dean of the graduate school and be endorsed by the department.
- (3) A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.
- (4) A student who has completed all coursework toward her degree but has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 and carries no graduate credit.
- (5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.
- (6) A student may not apply more than six hours of transfer credit to a degree program.
- (7) A student may not apply more than six hours taken at Meredith as a post-baccalaureate student toward degree requirements.
- (8) A student may not apply more than six hours of CRC credit to a degree program.
- (9) All prerequisites must be completed with a grade of C or better.

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# THE JOHN E. WEEMS GRADUATE SCHOOL

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MASTERS DEGREE PROGRAMS



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*Meredith*

# MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program at Meredith College is designed to provide advanced study for women who are currently in management or administrative positions or who aspire to such positions. An applicant must have graduated from an accredited college or university at least two years prior to admission or demonstrate readiness for graduate work. The primary purpose of the program is to provide women with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables women to make greater contributions to their organizations and communities, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate business experience with current theories of management and to explore new business concepts in marketing, economics, accounting and finance.
- (3) To analyze alternative solutions to business problems involving social, legal, economic, political and ethical factors
- (4) To develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the pre-requisites are available either in the day or in the evening. Classes are usually held in the Shearon Harris Building.

## Application Procedures

After submitting the application form for graduate school and the application fee, an applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MBA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MBA Program  
123 Park Center  
Meredith College  
Raleigh, NC 27607-5298  
Telephone: (919) 760-2281  
Fax: (919) 760-2898*

## Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

Two scholarship funds, the Shearon Harris Scholarship fund and the Wyford Scholarships, are available to enrolled stu-



dents. Information about these scholarships are sent to students during spring semester of each year.

### **Graduate Management Admission Test (GMAT)**

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North America and at many international sites.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTT device for deaf and hard-of-hearing people : 1-609-734-9362
- e-mail: [gmata@ets.org](mailto:gmata@ets.org)
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-462-8669 in the U.S. and Canada. (See the Bulletin for international phone numbers.)

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required.

### **Admission Requirements**

The MBA Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

#### *Regular Admission*

Regular admission status is granted to applicants who:

1. submit all applications material;
  2. meet the admission formula:  

$$(\text{GPA} \times 200) + \text{GMAT} \geq 950.$$
  3. meet the minimum GPA (2.50) and GMAT (350) requirements. Note that the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement.
  4. complete all prerequisite courses with a grade of C or better.
  5. interview with Program Coordinator.
- See page 24.

#### *Provisional Admission*

Provisional Admission is granted to applicants who:

1. submit all application materials
  2. meet the minimum GPA (2.50) and GMAT (350) requirements.
  3. have not completed all prerequisites
  4. do not meet the minimum score of the admission formula.
  5. interview with Program Coordinator.
- See page 24.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by her adviser. A student may remain on provisional status two years from the date of her acceptance letter.

#### *Post-Baccalaureate Study*

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application and fee;

(2) have official transcripts of all undergraduate studies submitted to the graduate office by respective college registrars. Student must have a GPA of 2.5.

If a post-baccalaureate student decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only six semester hours of graduate work taken as a post-baccalaureate student.

*Notification of Admission*

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. A student is subject to requirements and policies in the catalogue effective at the time of her formal admission.

**Program**

The MBA program consists of 36 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years.

<i>Required Prerequisites</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
<b>Total Hours</b>	<b>27</b>

**Required Prerequisites**

**ECO 210     Macroeconomic Principles**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

*3 hours*

**ECO 211     Microeconomic Principles**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

*3 hours*

**ACC 230     Principles of Accounting I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

**ACC 231     Principles of Accounting II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230

*3 hours*

**MAT 245     Statistics I**

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

*3 hours*

**MAT 110     Functions and Graphs**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponen-

tial and logarithmic functions, and trigonometric functions. Graphing calculators will be used.

*3 hours*

### **BUS 346 Principles of Management**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness.

*3 hours*

### **BUS 366 Principles of Marketing**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

*3 hours*

### **BUS 490 Corporation Finance**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 110, and MAT 245

*3 hours*

A student may complete prerequisites while she is classified under provisional admission. All prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MBA Program.

## **Graduate Courses**

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

<i>Required Courses</i>	<i>Semester Hours</i>
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3
<i>Electives</i>	
BUS 690 Independent Study	3
<i>or</i>	
BUS 695 Special Topics in Business	
<b>Total Hours</b>	<b>36</b>

# COURSE DESCRIPTIONS

## *Master of Business Administration*

### **ECO 610 Macroeconomic Environment of the Firm**

Study of the behavior of the national economy and its impact on business. The focus is on predicting the effects of major economic events and government policy on the performance of the firm and managerial decision making. Special emphasis on business cycles, inflation, interest rates, taxation, and foreign exchange rates.

Prerequisites: ECO 210, ECO 211.

*Summer*

*3 hours*

### **ECO 611 Managerial Economics**

An analysis of the application of micro-economic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Prerequisites: ECO 210, ECO 211.

*Fall*

*3 hours*

### **BUS 630 Accounting for Managerial Decisions**

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation.

Prerequisites: ACC 230, ACC 231, MAT 110, and MAT 245.

*Fall*

*3 hours*

### **BUS 635 Managerial Finance**

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the

basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisites: ACC 230, ACC 231, ECO 210, ECO 211, MAT 110, MAT 245, and BUS 490.

*Spring*

*3 hours*

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*Summer*

*3 hours*

### **BUS 646 Management Processes and Policy**

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation may be used to provide realistic interpretation of the subject matter.

Prerequisite: BUS 346.

*Fall*

*3 hours*

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646.

*Spring*

*3 hours*

**BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: MAT 110 and 245.  
*Fall 3 hours*

**BUS 654 Legal, Regulatory and Ethical Issues**

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.  
*Spring 3 hours*

**BUS 660 Marketing Strategy**

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy. Prerequisite: BUS 366.  
*Spring 3 hours*

**BUS 690 Independent Study**

A problem selected by the student, approved by the Head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MBA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

*Fall, Spring, or Summer 3 hours*

**BUS 695 Special Topics in Business**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are

selected to meet student interest and need.  
*Summer 3 hours*

**BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: For MBA students, completion of 24 hours of graduate courses including BUS 646. For MHA students, completion of 30 hours of graduate courses including MHA 646.

*Summer 3 hours*

**COE 600 Graduate Cooperative Education**

A cooperative educational experience with companies and agencies approved by the Office of Career Services and the student's adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which she is enrolled in a cooperative experience. Prerequisite: Three semester hours of graduate credit at Meredith.

*Fall, Spring, or Summer 3 hours*

# MASTER OF HEALTH ADMINISTRATION

THE MASTER OF HEALTH ADMINISTRATION (MHA) program provides opportunities for women to advance their careers in the health management area by completing a 42 semester hour graduate program. Students participate in learning experiences directly related to tasks and responsibilities of health care administrators: developing budgets, supervising employees, coordinating patient services and working with community agencies.

The MHA Program at Meredith College is designed to provide advanced study for women who are administrators of health care organizations or aspire to such positions. The primary purpose of the program is to provide women with managerial skills and appropriate knowledge to be successful in managing within the health care field. This professional degree enables women to make greater contributions to their organizations, communities, and to professional health care management, to advance their careers and to obtain increased job satisfaction.

## Specific Objectives of the Program

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate health care experience with current theories of management, marketing, accounting, finance and economics
- (3) To analyze alternative solutions to health care management problems involving social, political, ethical, legal and economic factors
- (4) To develop techniques for meeting the challenges of changing technical and ethical issues.

## Application Procedures

After submitting the application form for graduate school and the application fee, an

applicant must submit the following materials to the graduate school office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the graduate school office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 14 for other documents international students must provide.)
6. In addition, the applicant must schedule an interview with the Coordinator of the MHA Program. To schedule an appointment, the student may write or call:

*Coordinator of the MHA Program*  
123 Park Center  
Meredith College  
Raleigh, NC 27607-5298  
Telephone: (919) 760-2281  
Fax: (919) 760-2898

## Financial Assistance

Loan information is available through the Meredith Financial Aid Office.

## Graduate Management Admission Test (GMAT)

The Graduate Management Admission Test (GMAT) is administered as a computer-adaptive test (CAT) throughout North

America and at many international sites.

The MBA Explorer Web site, <http://www.gmat.org>, will tell you what the GMAT CAT is about, where it is given, how to schedule an appointment, what to expect at the test center, about your GMAT scores, and how to prepare for the test. If you need a paper copy of the same information or if you need to register for the paper-based test, order the GMAT Information Bulletin by:

- phone: 1-609-771-7330
- fax: 1-609-883-4349
- TTT device for deaf and hard-of-hearing people : 1-609-734-9362
- e-mail: [gmata@ets.org](mailto:gmata@ets.org)
- mail: form in the graduate office

If you simply need to make an appointment for the GMAT CAT, call 1-800-462-8669 in the U.S. and Canada. (See the Bulletin for international phone numbers.)

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required.

### **Admission Requirements**

The MHA Program utilizes two types of admission: regular and provisional. Applicants for admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

#### *Regular Admission*

Regular admission status is granted to applicants who:

1. submit all applications material;
2. meet the admission formula:  
 $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ .
3. meet the minimum GPA (250) and GMAT (350) requirements. Note that

the minimum GPA and the minimum GMAT will NOT satisfy the admission formula requirement.

4. complete all prerequisite courses with a grade of C or better.

#### *Provisional Admission*

Provisional Admission is granted to applicants who:

1. submit all application materials
2. meet the minimum GPA (250) and GMAT (350) requirements.
3. have not completed all prerequisites
4. do not meet the minimum score of the admission formula.

An applicant who does not meet the admission formula has two options: retake the GMAT and earn a score high enough to meet the formula; earn a grade of B or better in two graduate courses designated by her adviser. A student may remain on provisional status two years from the date of her acceptance letter.

#### *Post-Baccalaureate Study*

Post-baccalaureate study permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate study is available to applicants who:

- (1) submit a post-baccalaureate application and fee
- (2) have official transcripts of all undergraduate studies submitted to the graduate office by respective college registrars.

If a post-baccalaureate student decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only six semester hours of graduate work taken as a post-baccalaureate student.

*Notification of Admission*

Applicants are notified of admission status by the dean of the John E. Weems Graduate School upon completion of the review process. A student is subject to requirements and policies in the catalogue effective at the time of her formal admission.

**Program of Study**

The MHA program includes 42 semester hours of graduate work. An additional 27 semester hours of prerequisite work are required and can be satisfied by former or current course work or by examination. A grade of C or better is required for all prerequisites. Candidates must complete all requirements within six years. The MHA program requires an internship in health care management. This requirement can be waived for students who have acceptable health care experience. Contact your advisor during your first semester to determine whether you will be required to take MHA 680. Students who are exempt from MHA 680 will take MHA 690 or MHA 695.

<i>Required Prerequisites</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (ACC 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
Principles of Management (BUS 346 or equivalent)	3
Principles of Marketing (BUS 366 or equivalent)	3
Corporation Finance (BUS 490 or equivalent)	3
<b>Total Hours</b>	<b>27</b>

**Required Prerequisites**

**ECO 210    Macroeconomic Principles**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

*3 hours*

**ECO 211    Microeconomic Principles**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

*3 hours*

**ACC 230    Principles of Accounting I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

**ACC 231    Principles of Accounting II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: ACC 230

*3 hours*

**MAT 245    Statistics I**

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

*3 hours*

**MAT 110    Functions and Graphs**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigono-



metric functions. Graphing calculators will be used.

*3 hours*

### **BUS 346 Principles of Management**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness.

*3 hours*

### **BUS 366 Principles of Marketing**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

*3 hours*

### **BUS 490 Corporation Finance**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 230, ACC 231, MAT 110, and MAT 245

*3 hours*

A student may complete prerequisites while she is classified under provisional admission. All prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework, the College Level Examination Program (CLEP), or departmental examinations administered by specified faculty members in the relevant subject areas. A grade of C or better is required. Students who have questions about completion of prerequisites are advised to consult the Coordinator of the MHA Program.

### **Graduate Courses**

A candidate for the Master of Health Administration degree must successfully complete the following 42 semester hours of graduate work:

<i>Required Graduate Courses</i>	<i>Semester Hours</i>
ECO 611 Managerial Economics	3
BUS 640 Management Information Systems	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 699 Management Seminar	3
MHA 520 Policy Issues in Health Care	3
MHA 530 Health and Social Systems	3
MHA 624 Biomedical Ethics	3
MHA 630 Accounting for Health Care Organizations	3
MHA 635 Financial Management of Health Care Organizations	3
MHA 646 Strategic Health Care Management	3
MHA 654 Legal and Regulatory Issues in Health Care	3
MHA 660 Marketing Strategy for Health Care Professionals	3
MHA 680 Internship	3

### *Electives*

MHA 690 Independent Study	
<i>or</i>	
MHA 695 Selected Topics in Health Care	

**Total Hours** **42**

## COURSE DESCRIPTIONS

### *Master of Health Administration*

#### **ECO 611 Managerial Economics**

An analysis of the application of micro-economic theory to the decision-making

process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets.

Prerequisite: ECO 210, ECO 211.

*Fall* 3 hours

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*Summer* 3 hours

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership on individuals and groups. Topics include organizational change and development, conflict resolution, attitude change, and concept of power. This is accomplished through use of case studies, theoretical models, research and experiential learning exercises.

Prerequisite: BUS 646.

*Spring* 3 hours

### **BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: MAT 110 and 245.

*Fall* 3 hours

### **BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action

plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Prerequisite: For MBA students, completion of 24 hours of graduate courses including BUS 646. For MHA students, completion of 30 hours of graduate courses including MHA 646.

*Summer* 3 hours

### **MHA 520 Policy Issues in Health Care**

A study of political and institutional processes pertinent to the formulation and implementation of health care policy in the American system of federalism and pluralism. Factors related to decision making strategies of health care administrators will be the focus of the study. International comparisons will be used to frame issues and policy options. Case studies and other analytical tools will be used to encourage the application of theory to practice.

Prerequisite: Graduate status or permission of the instructor.

*3 hours*

### **MHA 530 Health and Social Systems**

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Prerequisite: Graduate status or permission of the instructor.

*3 hours*

### **MHA 624 Biomedical Ethics**

An analysis of ethical issues in health care administration introducing sources of values and modes of ethical decision making. The roles of individuals, groups and institu-

tions are studied in the context of ethical dilemmas.

*3 hours*

### **MHA 630 Accounting for Health Care Organizations**

A study of the accounting issues faced by health care managers. The course includes an overview of generally accepted accounting principles for health care organizations. Emphasis is on selected management control techniques pertaining to cost determination, pricing of services, allocation of costs, budgeting, and evaluation of operations in health care organizations. Prerequisites: ACC 230, ACC 231, MAT 110, and MAT 245

*Fall*

*3 hours*

### **MHA 635 Financial Management of Health Care Organizations**

The objective of this course is to provide the basic methods and techniques in management of health care organizations. Selected financial and management control techniques include financial statement analysis, working capital budgeting, long-term capital budgeting, cost determination and pricing. Special topics include reorganization and mergers, taxation considerations, risk and liability management, and Medicare and the changing regulatory environment.

Prerequisites: ACC 230, ACC 231, ECO 210, ECO 211, BUS 490, MAT 110, and MAT 245

*Spring*

*3 hours*

### **MHA 646 Strategic Health Care Management**

An integration of analysis, planning, organization, implementation, and control in health care settings. Integration is supported by individual and team case analysis.

Prerequisite: BUS 346

*Fall*

*3 hours*

### **MHA 654 Legal and Regulatory Issues in Health Care**

Introduction to health care law. Includes roles/rights of patients, providers, governing

boards, practitioners and government. Based on elements of tort, contract, agency, corporate and administrative law as well as common law.

*Spring*

### **MHA 660 Marketing Strategy for Health Care Professionals**

A study of the marketing issues faced by health care professionals. The course includes an overview of generally accepted marketing management tools and techniques relevant to the wide array of health care providers including health systems, HMO's and physician-hospital organizations. Emphasis will be given to topics covering market research, strategy, design, and the strategic marketing process. Prerequisite: BUS 366

*Spring*

*3 hours*

### **MHA 680 Internship**

Internship in health care management area. Required of students without health care experience.

*Fall, Spring or Summer*

*3 hours*

### **MHA 690 Independent Study**

A problem selected by the student, approved by the head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, coordinator of the MHA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

*Fall, Spring or Summer*

*3 hours*

### **MHA 695 Special Topics in Health Care Administration**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

*Summer*

*3 hours*

# MASTER OF EDUCATION

THE GOAL OF THE MASTER OF EDUCATION degree program is to provide curricula for the continuing professional development of the school educator who has a baccalaureate degree and who is eligible for a North Carolina Class A teaching license. All students will take a common core of courses and select a concentration in a licensure area. Licensure options include Reading, English as a Second Language (ESL), or Elementary Education. Elementary Education licensure students must have a K-6 license.

The program is structured to encourage extensive reading, independent thinking, creativity, and appropriate research. As professional educators, it is expected that students will take an active interest in the overall development of students K-12. Courses are scheduled for fall, spring, and summer so that the full-time teacher can continue both her professional service and her professional career development during graduate study.

The CORE PROGRAM is designed to enable a teacher to develop as a reflective practitioner who will be able to demonstrate the following skills:

- (1) critically evaluate the purposes of education and develop her own philosophy of education;
- (2) explore and evaluate understandings of the nature of the learner and the learning process;
- (3) design curriculum that reflects her philosophy of education, her understanding of the learner, learning processes, and the culture of schooling;
- (4) meet the learning needs of linguistically, socio-economically and culturally diverse school populations;
- (5) explore the philosophical, cultural, and educational implications of current educa-

tional technologies and their potential value in contemporary classrooms;

(6) be a teacher researcher; and

(7) work creatively and effectively with the content areas of the school curriculum.

The AREA OF CONCENTRATION enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in a G-level license in the area of concentration.

## Application Procedures

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the graduate school in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.
2. A copy of the applicant's North Carolina Class A teaching license.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). A minimum score of 35, or 1000 for the GRE, is required for admission.
4. Letters from two professional educators recommending that the applicant be admitted to graduate study at Meredith College. It is the responsibility of the applicant to ask the references to write directly to the graduate office.

Prospective applicants who wish to discuss the application process or the graduate study program may make an appointment for an interview by calling or writing:

*Department of Education  
Ledford Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 760-8315*

## Testing

The applicant is required to take the Miller Analogies Test or Graduate Record Exam prior to her admission. For additional information on the MAT, contact the Psychology Department at North Carolina State University. For registration information, call the MAT clerk at (919) 515-2251 between 8:00 a.m. and 5:00 p.m. Monday through Friday.

## Tuition Grant

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program. Students must be under contract in a secondary, middle or elementary, public or private North Carolina school. In order to verify this status, the principal of the school must complete a form and return it to the accounting office.

## License Renewal

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school license may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school license. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for

post-baccalaureate study and submit transcripts of all undergraduate work. These transcripts must be sent directly from the applicant's college or university to the graduate school office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to six semester hours of the credit earned as a post-baccalaureate student to meet the requirements for the Master of Education degree.

## Comprehensive Examinations

Upon the completion of all courses and research, students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as her research must pass an oral examination on all coursework including her independent studies. The student who elects Education 650 as her research will defend her thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. A student who has completed all coursework and wishes to take only her comprehensive exams during a semester must enroll in EDU 800 Comprehensive Exams.

## Course Listings

<i>Required Core Courses</i>	<i>Semester Hours</i>
EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 671 Reading Across the Curriculum	3
<i>Required Individual Study: Semester Hours (select either 640 or 650)</i>	
EDU 640 Independent Study (includes supervised internship or field experience)	3

EDU 650 Thesis (includes supervised internship or field experience) 6

*Elementary License*

*Pre-requisite:* North Carolina A K-6 license or eligibility

Students must take at least one course from each of the following areas:

- Reading 3
- ESL 3
- Mathematics 3

Six additional hours must be chosen and approved by the department director of the graduate program. Courses chosen must enhance your professional development.

*Reading License*

*Pre-requisite* Semester Hours

EDU 255 Literature in the Elementary School or equivalents 3

EDU 344 Communication Skills in the Elementary School 3

EDU 670 Reading: Past, Present, Future 3

EDU 672 Assessment of Reading Competencies 3

EDU 673 Reading Intervention Strategies 3

EDU 674 Clinical Application of the Reading Process 3

Elective Course Outside Education Department 3

*English-as-a-Second Language*

*Pre-requisite:*  
• Experience learning a second language.

Native speakers of English must have one year of university foreign language instruction or equivalent; for non-native speakers, proficiency in English will meet this requirement.

Non-native speakers of English must score 600 or higher on the Test of English as

a Foreign Language (TOEFL), and a score of 55 or higher on the Test of Spoken English (TSE) or its institutional equivalent (the SPEAK test). These scores should not be more than one year old.

• Competency in English grammar as determined through an existing exam developed and administered by faculty of the English Department.

EDU 541 Methods of Teaching ESL 3

EDU 545 Culture and the Language Teacher 3

EDU 643 Second Language Acquisition 3

EDU 647 Teaching ESL in the Public Schools 3

EDU 649 Seminar in Advanced Methods of Teaching ESL 3

*Required Course Outside Education*

ENG 605 Study of Linguistics 3

COURSE DESCRIPTIONS

*Master of Education*

**EDU 541 Methods of Teaching ESL**

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting.

3 hours

**EDU 545 Culture and the Language Teacher**

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these

cultural differences relate to language teaching and learning.

*3 hours*

### **EDU 600 Curriculum Development**

A study of the principles, techniques, trends and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development.

*Fall: odd-numbered years 3 hours*

### **ENG 605 Study of Linguistics**

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

*3 hours*

### **EDU 610 Advanced Educational Psychology**

An extension of undergraduate educational psychology and developmental psychology designed to explore current theory and research on child development and learning theory and its implication for classroom practice. Emphasis will be placed on cognition, cultural contexts of learning, individual differences and the assessment. Prerequisites: Educational Psychology and Developmental Psychology.

*3 hours*

### **EDU 620 Philosophy of Education**

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern

times. The course includes an analysis and interpretation of the major philosophical influences in American education today and students articulation of their own educational philosophy and its implications for classroom practice.

*Fall, even-numbered years 3 hours*

### **EDU 630 Educational Research**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

*Spring, even-numbered years 3 hours*

### **EDU 640 Independent Study**

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*3 hours*

### **EDU 643 Second Language Acquisition**

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications to second language teaching.

*3 hours*

### **EDU 647 Teaching ESL in the Public Schools**

A course focusing on the particular needs of K-12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction and the adaptation of curricular materials.

*3 hours*

**EDU 649 Seminar in Advanced Methods of Teaching ESL**

A culminating course consisting of a 30-hour K-12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology.

*3 hours***EDU 650 Thesis**

The student will research, write and defend orally the results of an in-depth examination of a department approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*6 hours***EDU 670 Reading: Past, Present, and Future**

An in-depth study of the research and theoretical models upon which understanding of the developmental process of reading is based. Emphasis is given to critical evaluation of the issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate an action research project and to be able to articulate their findings to interested parties.

*3 hours***EDU 671 Reading Across the Curriculum**

An in-depth study of the reading and learning processes as they relate to different content areas of the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to meet the needs of students working in the content area.

*3 hours***EDU 672 Assessment of Reading Competencies**

Students are introduced to the developmental continuum of reading and writing

behaviors as identified by the North Carolina Standard Course of Study. An in-depth study of both formal and informal procedures that may be used to identify children's progression along the continuum is undertaken. Teaching behaviors to be introduced as a response to information gained are identified and evaluated. Emphasis is given to case study work with individual children.

*3 hours***EDU 673 Reading Intervention Strategies**

Focus in this course is upon using information gained from assessment procedures to plan instruction at a group level. A review of assessment protocols is required along with examination of how they can be utilized within a classroom. Implementation of targeted instructional programs based on ongoing collection and evaluation of information is required.

*3 hours***EDU 674 Clinical Applications of the Reading Process**

An in-depth tutoring experience with children who are experiencing severe difficulties with the reading acquisition process. Students are required to develop a profile of the child's abilities using information gained from assessment procedures administered. Students are then required to develop and implement a program of instructional intervention for him/her.

*3 hours***MTE 510 Topics in Mathematics for the Elementary School Teacher**

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability and statistics. The heuristics of problem solving are applied within



each of the topics studied. Activities involving problem solving are included to demonstrate the processes used.

*3 hours*

### **MTE 511 Topics in Geometry for the Elementary School Teacher**

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruencies, similarities and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions.

*3 hours*

### **MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher**

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem-solving skills of the student and to provide her with an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisite: strong background in high school algebra.

*3 hours*

### **MTE 610 Directed Study in Mathematics for Elementary School Teachers**

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

### **MAT 611 Directed Study in Computer Science for Elementary School Teachers**

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

### **PSY 512 Special Topics in Education: The Exceptional Individual**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded and emotionally disturbed; persons with speech, hearing, visual and crippling health disabilities; and those with major specific learning disabilities.

*3 hours*



# MASTER OF MUSIC — PERFORMANCE AND PEDAGOGY

THE MASTER OF MUSIC IN PERFORMANCE and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- (1) Perform advanced literature well, in a variety of situations;
- (2) Continue growth in all music-related areas through research skills;
- (3) Develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;
- (4) Develop and use an advanced knowledge of music literature, history, theory and pedagogy.

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session. Classes for the program are held in the Wainwright Music Building. Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee may be charged by the accompanist. As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

## Admission

Admission to the program is limited to women who hold a baccalaureate degree in music.

## Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the references to write directly to the graduate office.
3. An official report of scores on the music section of the Graduate Records Examination (see next page).
4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.
2. An audition and an interview; both are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see Prerequisites below).

## Audition

The student performs about 20 minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalog.

The student will sight-read some representative scores of easy to moderate difficulty. She will have an opportunity to discuss her background and experience with members of the faculty.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

*Department of Music  
Wainwright Music Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 760-8536*

## Graduate Record Examinations (GRE)

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Record Examination (GRE). The Music test is given four times a year. Information on test dates and centers is available from the Career Center at Meredith College or directly from:

*Graduate Record Examination  
Educational Testing Service  
CN 6000  
Princeton, New Jersey 08541-6000*

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form.

## Prerequisites

Entering graduate students must take department diagnostic tests in theory and in history of music before formal admission into the program or before the completion of

two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance of music at undergraduate senior level for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

## Program of Study

A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>
MUA 500, 600 Principal Applied Study at Graduate level	10
MUS 620 Readings in Pedagogy	2
MUS 621 Practicum in Pedagogy	2
MUS 622 Selected Topics in Pedagogy	2
MUS 594 Seminars in Music Literature (two)	4
MUS 514 Literature of the Principal Applied	2
MUS 595 Seminars in Theory (two)	4
MUS 610 Basic Research in Music	3
MUS 696 Graduate Paper	1

MUS 612 Lecture-Recital	1
MUS 690 Graduate Recital	1
<b>Total Hours</b>	<b>32</b>

Foreign language proficiency for voice majors: students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German and Italian.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

All graduate students are strongly encouraged to participate in coached or conducted ensembles, with or without academic credit. Ensembles available to graduate students include large and small choral and instrumental ensembles, opera workshops, and piano ensemble, as listed in the departmental schedule each semester.

## COURSE DESCRIPTIONS

### *Master of Music — Performance and Pedagogy*

#### APPLIED MUSIC

#### **MUA 500, 600\* Principal Applied Study**

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. She practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level).

*2–3 hours*

*\* There are additional charges for applied music lessons and for professional accompanists for singers and instrumentalists.*

#### PEDAGOGY

#### **MUS 620 Readings in Pedagogy**

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

*2 hours*

#### **MUS 621 Practicum in Pedagogy**

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

*2 hours*

#### **MUS 622 Selected Topics in Pedagogy**

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

*2 hours*

#### MUSIC LITERATURE

#### **MUS 594 Seminar in Music Literature**

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

*2 hours*

#### **MUS 514 Literature of the Principal Applied**

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate,

to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

*2 hours*

## THEORY

### MUS 595 Seminar in Theory

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate.

*2 hours*

## RESEARCH

### MUS 610 Basic Research in Music

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written. This course is offered only in summer session.

*3 hours*

### MUS 696 Graduate Paper

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office.

*2 hours*

## RECITALS

### MUS 612 Lecture-Recital\*

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

*1 hour*

### MUS 690 Graduate Recital\*

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. Pass-fail grading.

*1 hour*

## ENSEMBLES

### MUS 534 Choral Ensemble

### MUS 536 Accompanying

### MUS 537 Instrumental Ensemble

### MUS 538 Orchestra

### MUS 800

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

\* There are additional charges for recitals

# DIETETIC INTERNSHIP

## Internship Philosophy

Congruent with the mission and goals of the John E. Weems Graduate School and Meredith College, the Dietetic Internship will build on the academic preparation of Dietetic Programs in Dietetics which provide the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students will have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease process and restoration of health through effective communication skills and in the context of human relationships. The program strives to create a supportive, diverse and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate course work. Students will develop the knowledge, skills, and values that will enable them to become life long learners, prepare them to assume leadership roles and strive for professional competence, productivity, and service to society.

## Internship Goals

Upon completion of the Meredith College Dietetic Internship Program, students will be able to:

- (1) meet or exceed competency expectations for entry-level dietitians.
- (2) pursue careers in the various areas of dietetic practice.
- (3) successfully complete the registration examination for dietitians.

- (4) provide leadership and service professionally and to the community.
- (5) pursue a course of life-long learning through continuing education opportunities.

## Application Procedures

The applicant must request an application package from the John E. Weems Graduate School. The following materials must be submitted for application to the Dietetic Internship director:

1. The completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or Verification Statement signed by the applicant and the program director of the Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA approved Didactic Program in dietetics must be submitted before the applicant can enter the internship.
2. An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
3. A completed application package including educational background, work experience or internships, activities and honors.
4. Three letters of recommendation from people with knowledge of the applicant's professional potential and character: one from the DPD program director, one from a professor and one preferably from a supervisor.
5. Letter of application stating professional and educational goals and the reasons for choice of this dietetic internship.
6. Test of English as a Foreign Language scores (for international students only.)
7. A non-refundable application fee payable to the John E. Weems Graduate School.

The post-mark deadline for the application package and the D&D mark/sense card is February 15 (Date may vary slightly from year to year. Check current ADA publications or DPD director for exact deadline date each year.) All applicants to Dietetic Internships (DI) and most Pre-professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and mark/sense card to prioritize their DI or AP4 preferences. Applicants should request this material from D&D Digital Systems. This request should be made to allow turn around time for submitting the completed mark/sense card by the February 15 postmark deadline. There is no charge for this material. However, there is a \$50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:  
*D&D Digital Systems*  
 137 Lynn Avenue  
 Ames, IA 50014  
 (515) 292-0492

### Admission Criteria

Applicants for admission must submit all material listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 2.5/4.0 overall, or for the last 60 hours of coursework verified by transcripts from all institutions, and approval by the dietetic internship program selection committee.

### Notification of Admission

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by overnight mail. The applicant should call or fax the dietetic internship director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated appointment date, usually April 21st (check current ADA literature for exact date each year). A letter confirming acceptance to the

appointment must be postmarked, or fax sent, within 24 hours after the phone call.

### Certification

The student who successfully completes the dietetic internship program will receive a program Verification Statement signed by the program director. This makes her eligible to take the Registration Examination to become a Registered Dietitian.

### Program of Study

Students must take two three-hour graduate level courses: Advanced Clinical Nutrition Seminar and Pediatric Nutrition. In addition, students will complete three rotations in clinical nutrition, food service management, and community nutrition, and a three-week enrichment rotation of their choice. Students also will attend the ADA Public Policy Workshop (formerly known as the Legislative Symposium) in Washington, D.C., and other local field trips.

## COURSE DESCRIPTIONS

### FN 601 Advanced Clinical Nutrition Seminar

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the role of nutrition in the prevention, treatment and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed.

### FN 602 Pediatric Nutrition

Study of nutritional requirements and evaluation of nutritional status of infants and children. Chronic diseases, behavioral and psychological disorders, hereditary metabolic disorders, neurological and developmental disorders and feeding problems, and the role



of nutrition in the treatment of those special conditions in the pediatric population will be discussed.

### **Accreditation Status**

The Dietetic Internship at Meredith has been granted Developmental Accreditation by the Commission on Accreditation/Approval for Dietetics Education (CAADE) of the American Dietetics Association (ADA). This specialized accrediting body is recognized by the Council on Higher Education Accreditation (HEA) and the US Department of Education.

# GRADUATE SCHOOL DIRECTORY

## Administration

Charles E. Taylor, Jr. (1983)  
*Executive Vice President*

Mary S. Johnson, Ed.D. (1980)  
*Dean of Graduate School*

Susan B. Wessels, M.B.A., C.P.A. (1978)  
*Acting Head, Department of Business and Economics*

Stephen J. Schanz, L.L.M. (1998)  
*Director of the MHA Program*

Karen Greene, M.Ed. (1998)  
*Coordinator of the MBA and MHA Program*

Heather D. Pollard, B.A. (1998)  
*Graduate Program Recruiter*

W. David Lynch, D.M.A. (1969)  
*Head, Department of Music*

James C.B. Fogle, Ph.D. (1977)  
*Coordinator of Music Program*

Jerod Kratzer, Ed.D. (1986)  
*Head, Department of Education*

Deborah Tippet, Ph.D. (1987)  
*Head, Department of Human Environmental Sciences*

William H. Landis, Ph.D., R.D. (1996)  
*Director, Dietetic Internship Program*

Cheryl Martine, Ph.D. (1990)  
*Coordinator, Education Program*

## Staff

Carrol B. Snodgrass (1987)  
*Administration Assistant, Graduate School*

## Faculty

Alan I. Ammann, D.B.A. (1990)  
*Associate Professor of Business and Economics*  
B.S., MBA, D.B.A., Mississippi State University

Ruth Balla, M.S. (1987)  
*Manager, Technology Resources*  
B.S., Wilkes College;  
M.S., North Carolina State University

M. Tony Bledsoe, Ed.D. (1981)  
*Associate Professor of Business and Economics*  
B.S., Atlantic Christian College;  
A.M., Appalachian State University;  
Ed.D., University of North Carolina at Greensboro

Martha L. Bouknight, Ph.D. (1966)  
*Associate Professor of Mathematics*  
A.B., University of North Carolina at Greensboro;  
M.Ed., University of North Carolina at Chapel Hill;  
Ph.D., North Carolina State University

Lisa M. Caldwell, D.M.A. (1996)  
*Assistant Professor of Music*  
A.B., Luther College;  
M.M. (voice), M.M. (conducting), University of Arizona;  
D.M.A., University of Arizona

V. Glenn Chappell, Ph.D. (1991)  
*Associate Professor of Business and Economics*  
B.S., North Carolina State University;  
Ph.D., University of Tennessee

James L. Clyburn, M.S. (1958)  
*Professor of Music*  
A.B., Elon College;  
M.S., Juilliard School of Music

James E. Crew, Ph.D. (1990)  
*Professor of Business and Economics*  
 B.S., M.Econ., Ph.D., North Carolina State University

Lisbeth Brittain Carter, M.M. (1994)  
*Instructor of Music*  
 A.M., Boston Conservatory of Music;  
 M.M., Meredith College

Mary Kay Delaney, Ed.D. (1998)  
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 A.B., George Washington University;  
 M.Ed., Harvard University;  
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James C.B. Fogle, Ph.D. (1977)  
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 A.B., Elon College;  
 A.M., Ph.D., University of North Carolina at Chapel Hill

Phyllis W. Garriss, M.M. (1951)  
*Associate Professor of Music*  
 A.B., M.B., Hastings College;  
 M.M., Eastman School of Music

John Giles, M.A., C.P.A. (1997)  
*Adjunct Instructor of Business and Economics*  
 B.A., M.A., University of North Carolina at Chapel Hill;  
 B.A., North Carolina State University

Karen Glumm, Ph.D. (1994)  
*Assistant Professor of Sociology*  
 A.B., A.M., Eastern Illinois University;  
 Ph.D., University of Texas

Ellen Graden, Ph.D. (1996)  
*Assistant Professor of Education*  
 A.B., Murray State University;  
 A.M., University of Kentucky;  
 Ph.D., Wright State University

Judy Holley, Ph.D. (1998)  
*Adjunct Assistant Professor of Business and*

*Economics*  
 B.S., Auburn University;  
 M.A., Georgia State University;  
 Ph.D., Auburn University

Rosemary T. Hornak, Ph.D. (1977)  
*Professor of Psychology*  
 A.B., Wheeling College;  
 A.M., Ph.D., Ohio State University

Mary S. Johnson, Ed.D. (1980)  
*Dean of the John E. Weems Graduate School and Continuing Education*  
*Professor of Education*  
 A.B., A.M., Western Carolina University;  
 Ed.D., Duke University

Donna Jolly, M.M. (1988)  
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 M.M., Meredith College

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 B.S., M.A., Virginia Polytechnic Institute and State University;  
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*Professor of Mathematics*  
 A.B., Depauw University;  
 A.M., Ph.D., University of Oregon

Jerod Kratzer, Ed.D. (1986)  
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 B.S., St. Joseph's University;  
 M.A., University of Delaware;  
 Ed.D., North Carolina State University

William H. Landis, Ph.D., R.D. (1996)  
*Associate Professor of Human Environmental Sciences*  
 B.A., Guilford College;  
 M.S., Ph.D., University of North Carolina at Greensboro

Gray Ligon, Ph.D. (1995)  
*Associate Professor of Business and Economics*  
 B.S., University of Alaska;  
 M.I.M., American Graduate School of  
 International Management;  
 Ph.D., University of Tennessee;  
 J.D., University of Puget Sound

Rose J. Lippard, MBA, J.D. (1989)  
*Assistant Professor of Business and Economics*  
 A.B., Meredith College;  
 MBA, American University;  
 J.D., George Washington University

Tom Lohr, M.M. (1979)  
*Instructor of Music*  
 B.M., University of North Carolina at  
 Chapel Hill;  
 M.M., University of Kentucky

W. David Lynch, D.M.A. (1969)  
*Professor of Music*  
 B.M., Oberlin College;  
 M.M., D.M.A., Performer's certificate,  
 Eastman School of Music of The University  
 of Rochester;  
 Akademie "Mozarteum," Salzburg, Austria;  
 Andre Marchal, Paris; Isolde Ahlgrimm,  
 Arthur Positer, Robert Noehren

Cheryl Martine, Ph.D. (1990)  
*Associate Professor of Education*  
 A.B., SUNY-Geneseo;  
 A.M., New School for Social Research;  
 Ph.D., University of North Carolina at  
 Chapel Hill

Susan Munroe, Ph.D. (1998)  
*Assistant Professor of Human Environmental  
 Sciences*  
 B.S., M.S., Florida State University;  
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Pamela Nelson, M.M. (1977)  
*Instructor of Music*  
 B.M., Southern Illinois University;  
 M.M., North Carolina School of the Arts

Rebecca J. Oatsvall, Ph.D. (1984)  
*Professor of Business and Economics*  
 B.S., M.Acc., Ph.D., University of South  
 Carolina

Stephen J. Schanz, LL.M. (1998)  
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 B.B.A., Western Michigan University;  
 J.D., Pepperdine University School of Law;  
 LL.M., Loyola University of Chicago.

Sherry Shapiro, Ed.D. (1989)  
*Associate Professor of Dance*  
 A.B., A.M., Appalachian State University;  
 Ed.D., University of North Carolina at  
 Greensboro

Timothy Sparks, M.M. (1993)  
*Instructor of Music*  
 B.M., University of North Carolina at  
 Chapel Hill;  
 M.M., Eastman School of Music

Louise Taylor, Ph.D. (1978)  
*Professor of English*  
 A.B., Swathmore College;  
 M.A.T., Duke University;  
 A.M., Ph.D., Florida State University

Sally Zeigler Thomas, M.M. (1983)  
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 B.M., Meredith College;  
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 Kodaly Certificate, Sam Houston State  
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 Doctoral Studies, University of North  
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 A.B., B.S.E., Kansas State Teachers College;  
 A.M., University of Missouri;  
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M.Ed., Ed.D., North Carolina State  
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